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The reading program for the junior high special curriculum which is described uses a protective vocabulary of about 100 words and phrases, experience charts, incidental materials, and basal texts. Basic considerations of the functioning of mentally handicapped children are used in determining the scope of the program; instructions are given for using types of reading procedures, including protective vocabulary, the experience story approach, and directed reading. Also considered are planning for directed reading activity, establishing a reading program, and developing comprehension and word recognition skills with both structural and phonetic analysis. Skill assignments and a developmental sequence of reading skills are given. The goals of the English program, the spelling and handwriting units, and the rewriting of reading materials are described. Illustrations and examples are given for the material and a 21-item bibliography is included. (SN)

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Reading

INSTRUCTION

in the junior high

special curriculum

RD 003 297

Baltimore City Public Schools

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Reading

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Foreword

A meaningful curriculum guide must take many factors into consideration. Attention must be paid to such questions as

Who are the children for whom these learning experiences are being organized?

What are the learning needs of these children?

How can school personnel best equip these pupils for the demands of society?

Who are the teachers?

What understandings do they bring to the learning situation?

These questions and others have occupied a central position in the minds of the Committee that helped develop this guide to teaching reading. It is expected that teachers will adapt the suggested learning experiences to meet the needs of their school community and its changing pupil population.

As with all guides and all good programs, it is expected that additions and deletions will be made as the result of periodic reevaluations of attempts to provide effective educational experiences for pupils in the Special Curriculum.

HARRIE M. SELZNICK, *Director of Special Education*

Dear Co-Workers:

During the past ten years we have been constantly trying various methods of teaching language arts, and we have been evaluating methods, materials, and results. Your classrooms have been the laboratories, the achievement of your pupils, our main criterion. For the majority of you, the contents of this Guide are familiar; the Guide will serve you as a reference. For those of you who are new in our division, the Guide will furnish practical and valuable suggestions for organizing and effecting the kind of basic language arts program which has proved to be most effective for the type of boys and girls you are teaching.

This Guide to Reading Instruction for Junior High School Special Curriculum classes represents the work of classroom teachers, resource teachers, reading specialists, reading center teachers, principals, and supervisors. Much of the content was developed in June workshops in reading given over a six-year period. Some of the content is taken from a course of study in reading for shop center classes which was put into use in 1947.

Thanks are extended to Sadie M. Douglass, Specialist in Special Education, and Elsie Warrell, formerly specialist and now Principal of School 296, for writing new sections, for rewriting sections from the former Course of Study, and for their help in the final editing and arrangement of all material contained herein. Appreciation is also extended to Specialist Morton Esterson for his help in revising this Guide; to Teacher Virginia Manning for her suggestions pertaining to the development of the protective vocabulary; and to the Bureau of Publications for technical services in preparing the copy for printing and in seeing it through the press.

KOMA STINCHCOMB, *Supervisor and Chairman of the Production Committee*

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Basic Considerations

PHILOSOPHY

We who teach the mentally retarded believe that each pupil has the right to expect that the school will offer him every opportunity to achieve in all subject matter areas up to the limits of his capacities. This is the same philosophy which today is considered fundamental in a language arts program designed for pupils of all levels of intelligence. We believe, however, on the basis of years of experience in teaching the mentally retarded and a firsthand knowledge of their mental, emotional, and social problems, that a program prepared especially for them must involve an adaptation of the methods, materials, and goals of the language arts program for children of higher intellectual endowment.

We recognize and accept the vital role of the communication skills in personality development and their usefulness in effective daily living. We believe that this need is as great for the mentally retarded as it is for anyone else. We further believe that the language arts program should follow the orderly sequence of language development in these stages:

Gaining experience with objects and in social situations as prerequisites to language

Listening and responding to speech sounds

Using Oral language to handle experiences

Learning the meaning that exists between the printed symbol and experience, i.e., reading

Writing and spelling

These areas of language are interrelated to the extent that they cannot be taught in isolation. Each area is dependent upon the development of the other in the order cited.

The language arts curriculum should provide for differentiated instruction based on the mental potential, mental age, and life needs of the mentally retarded. Instruction should develop in pupils the ability to

Listen with attention to what others have to say

Speak clearly and fluently enough to communicate needs and ideas

Use reading for purposes of protection, personal and occupational information, and, if possible, enjoyment

Write personal data, simple letters, and data for necessary business forms

CHARACTERISTICS AND PROBLEMS OF PUPILS

The mentally retarded adolescents who are referred to the Junior High School Special Curriculum classes have special needs which require special treatment. This section presents a brief overview of these pupils' characteristics and problems, and of the implications inherent in these characteristics and problems for the kind of instruction these mentally retarded pupils need.

Mental retardation denotes arrested or incomplete development rather than deterioration. It is basically a physical or constitutional defect. The chief difference between the retarded and the normal is probably in reaction time to given stimuli. The mentally retarded child is slow to respond and slow to learn. He often lacks sufficient drive and finds long assignments irksome. He may show little ambition and evince very meager associative, adaptive, evaluative, and organizational powers. He has a limited attention span and finds it difficult—at times, impossible—to attend to tasks, directions, or long conversations.

Since his overall limitation stems from intellectual limitations, he lacks the ability to generalize, or to draw upon past experiences to solve immediate problems. He also finds it difficult to work with abstractions and may be incapable of logical thought.

His personality deviations are as manifold as those of any group. He is not necessarily defective in emotion or instinct; however, since he can seldom discern the finer differences in various situations, he is easily offended, frustrated, and is prone to overaggressiveness or overdocility. In many ways, nevertheless, he does reflect the stability of his environment.

He is more prone to illness and physical defects than the normal child and may lack the physical stamina usually found in children of his age group.

The mentally retarded pupil's ability to adjust is greatly influenced by his personality. If he is emotionally unstable, his chances of making a satisfactory school adjustment are greatly reduced.

He is, of course, limited in his choice of a vocation, although the mentally retarded adolescent who is emotionally stable and has a high degree of social competency will have a much better chance in the world of work than the emotionally unstable or the socially incompetent. Therefore, the school must accept as part and parcel of its obligation to these children the duty of attending to emotional and social needs as well as to academic and vocational needs.

The teacher must know his pupils thoroughly in order that his expectation regarding their behavior, adjustment, and progress will be realistic and, it is hoped, attainable.

Since the Junior High School Special Curriculum will be terminal for the majority of the pupils, attention must be given to the areas of occupational information and guidance and to possible job placement. In these areas, a very important role is played by the Language Arts Program.

The good teacher will say, first of all, "This is a child more like than unlike other children. This child, because of certain limitations, needs special help if he is to make the most of his potential. I, as his teacher, will not sell him short. I will learn as much about him as I can, and in knowing him I will be better able to help him."

SCOPE OF THE PROGRAM

GOALS OF READING INSTRUCTION

The goals of reading instruction for the mentally retarded are not different from those for any other group. Their attainment will be conditioned by those factors which normally affect reading achievement. Mental capacity, however, will impose an overall limitation.

MATERIALS OF INSTRUCTION

A protective vocabulary of approximately 100 words and phrases, experience charts, incidental materials of a practical nature, and basal texts are the core of the reading program.

METHOD

The results which have been obtained through the use of the basal reader approach have proved the effectiveness of its use with the mentally retarded adolescent.

ACHIEVEMENT EXPECTANCY

Generally speaking, every pupil should achieve up to the level which is characteristic of his mental age. In terms of maximum achievement, this table may serve as a guide.

I.Q.	*Approximate Capacity at 16 Years of Age*
55-65	1st-3rd Grade
66-75	2nd-4th Grade
76-85	4th-6th Grade

The pupil with an I.Q. in the 50-55 range will seldom learn to read with comprehension.

Kirk gives the following table of minimum and maximum reading expectancies.[1]

I.Q.	*Beginning Age of Reading*	*Minimum and Maximum Reading Achievement at Completion of School*
Below 50	14-16	Will learn only a few words Instruction futile
50-59	10-12	1st-3rd Grade
60-69	9-12	2nd-4th Grade
70-79	8-9	3rd-7th Grade

Although authorities differ to some extent, their findings give direction to our reading instruction.

DETERMINING LEVELS

INDEPENDENT LEVEL

Definition The independent reading level at which a child can read independently with ease, enjoyment, and complete understanding.

[1] Samuel A. Kirk, *Teaching Reading to Slow Learning Children* (Boston, Houghton Mifflin Co., 1940), p. 225.

Comprehension The pupil is able to comprehend at least 90% of what he reads.

Vocabulary The pupil has a *sight vocabulary* of at least 90% of the 100 running words he reads.

INSTRUCTIONAL LEVEL

Definition The instructional reading level is the highest level at which the pupil is able to read with success under *teacher guidance.*

Comprehension The pupil is able to comprehend at least 80% of what he reads.

Vocabulary The pupil has a sight vocabulary of 80% of the 100 running words he reads.

FRUSTRATION LEVEL

Definition The frustration reading level is the level at which a child experiences so many difficulties that he comprehends very little of what he reads.

Comprehension The pupil is able to comprehend about 50% of what he reads.

Vocabulary The pupil's *sight vocabulary* is such that he recognizes about 10% of 100 running words.

PROBABLE CAPACITY LEVEL

Definition The probable capacity level is the highest level at which a child can comprehend when the material is read to him.

Comprehension The child is able to comprehend at least 75% of what he hears read.

Vocabulary The child's speaking-meaning vocabulary will consist of 75% to 80% of the words used in the material he has heard read.

VOCABULARY SAMPLING

PURPOSE

The purpose of a vocabulary sampling is to help the teacher ascertain the level of the text best suited for instruction of the pupil. Vocabulary sampling reveals to the teacher specific weaknesses in word analysis skills. It makes the pupil aware of his inability to control the sight vocabulary at a given level.

STEPS IN CONSTRUCTING A VOCABULARY SAMPLING

Obtain a set of basal readers, preprimer through the highest level used by the class.

Make a sampling of the vocabulary from each reader using the following method:

1. Divide the total new words, found listed in the back of the book, by 25.
2. Use the quotient you obtain as a guide in selecting 25 words. Omit proper names.

   Example: $25\overline{)200}$ — 8 Quotient; New Words

   Every 8th word is selected for the sampling.

   Example: $25\overline{)125}$ — 5 Quotient; New Words

   Every 5th word is selected for the sampling.
3. Type the 25 selected words in a triple-spaced column to facilitate administration. (See sample, pages 12-14.)

   Use two 3'' x 5'' index cards for the flash and untimed presentations of each word.

STEPS IN ADMINISTERING

1. Check the pupil's latest reading achievement level.
2. Estimate the starting point by beginning with a sampling at approximately a grade lower than that indicated by his reading test level.
3. Try to establish rapport with the child.
4. Flash the word so that the child sees but one word at a time and gives an immediate response.
5. Record this response if it is incorrect.
6. In case of an incorrect response, flash the word a second time.

7. Record the second response if it is incorrect.

8. If the pupil does not respond to either flash, indicate by recording a dash next to the word.

9. Continue this procedure with each word until the child has mispronounced 5 or 6 words in a sampling of 25 words.

SCORING

1. Score on the basis of 100.
2. If the child's score is 75% to 80%, it indicates that he may be instructed at the test level.
3. If the child's score is 75%, it is evident that the child could be instructed at a higher level and other samplings of higher levels may be administered.

A VOCABULARY SAMPLING [1]

Name_____ Date_____ Examiner_____ Case No._____

Instructions: Check (✓) all correct responses. Mark with a dash (–) a failure to respond. Record all incorrect responses.

Preprimer

STIMULUS	RESPONSE	
	Flash	*Untimed*
1. the		
2. a		
3. mother		
4. is		
5. I		
6. to		
7. and		
8. said		
9. come		
10. you		
11. in		
12. will		
13. father		
14. little		
15. here		

Primer

STIMULUS	RESPONSE	
	Flash	*Untimed*
1. with		
2. me		
3. for		
4. he		
5. we		
6. my		
7. away		
8. can		
9. like		
10. are		
11. did		
12. no		
13. red		
14. they		
15. at		
16. on		
17. one		
18. some		
19. girl		
20. do		

[1] Emmett A. Betts, *Foundations of Reading Instruction* (New York, American Book Co., 1946), pp. 690-692

First Reader

STIMULUS	RESPONSE	
	Flash	*Untimed*
1. old		
2. took		
3. water		
4. way		
5. many		
6. again		
7. know		
8. over		
9. other		
10. next		
11. please		
12. off		
13. night		
14. be		
15. time		
16. work		
17. thing		
18. when		
19. their		
20. would		

Second Reader

STIMULUS	RESPONSE	
	Flash	*Untimed*
1. dress		
2. noise		
3. bark		
4. string		
5. through		
6. side		
7. knew		
8. cook		
9. air		
10. tire		
11. across		
12. floor		
13. wash		
14. while		
15. ever		
16. tie		
17. anything		
18. hard		
19. beauty		
20. bowl		

Third Reader

STIMULUS	RESPONSE	
	Flash	*Untimed*
1. heard		
2. beautiful		
3. clothe		
4. kept		
5. hot		
6. really		
7. hundred		
8. careful		
9. also		
10. wonderful		
11. different		
12. wooden		
13. lovely		
14. path		
15. whole		
16. led		
17. above		
18. were		
19. indeed		
20. journey		
21. fasten		
22. empty		
23. stove		
24. float		
25. invite		

Types of Reading Procedures

FOR SEVERELY RETARDED

Even those pupils at the lower limit of the I.Q. range for Special Curriculum classes are ready to begin the reading task when they enter. Authorities propose that reading instruction may profitably begin when a pupil has attained a mental age of 6½ years. A 13-year-old with an I.Q. of 55 will have a mental age of 7 years, 2 months. Considering the slow rate of learning which characterizes this intelligence level, it appears to be wasteful to embark upon a basal reading program. With pupils in the 55-65 I.Q. range it seems more practical to concentrate on the areas of a sight vocabulary of protective words, vocabulary related to possible job placement, and experience stories.

This is probably the most difficult type of reading instruction in the special program, difficult from the point of view not of developmental approach but of practice devices and materials for mastery of vocabulary. The simplicity of content requires practices which are of a primary nature, i.e., cut and paste, matching, etc. The physical skills of these pupils allow them to complete such exercises in a much shorter time than that required by the average primary pupil. It is necessary, therefore, to prepare longer exercises and to keep a supply of supplemental materials.

PROTECTIVE VOCABULARY

Select words, phrases, or sentences to be taught from the list on page 10.

If feasible, visit the situation in which the reading functions; if not, use visual aids. Prepare a background lesson following principles that apply to the basal reader approach.

Prepare strips with material in three forms, as STOP—Stop—*stop*.

Use joker cards and drill for recognition. (Joker cards contain words of similar configuration, as stop—step.)

When extreme disability in retention occurs, tracing has proved to be effective.

The steps are:

Print the word with crayon on rough paper.

Pronounce the word in syllables while tracing it with the forefinger of the hand used for writing. Direct pupil not to try to learn to spell the word.

Continue this procedure until the pupil thinks he can reproduce the form from memory.

In the event of failure to reproduce correctly, destroy the copy and return to tracing.

When the correct form is produced, practice it several times folding down or covering each copy.

Devise exercises for independent practice. Following are a few types:

TYPE 1

Draw a ring around the words that look like the first one.

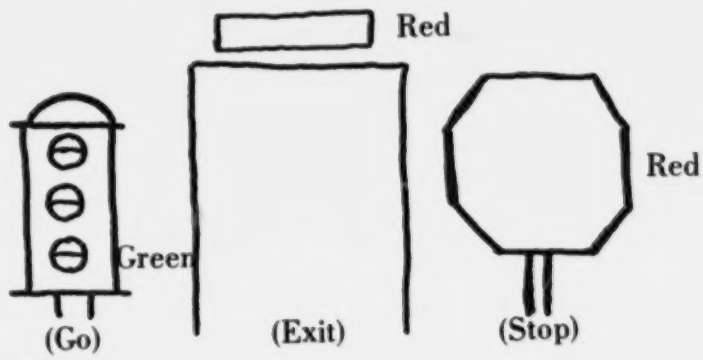
STOP STOP STOP STAY STOP

Circle the words that are the same.

STOP	GO	STOP
GO	EXIT	GO
EXIT	EXIT	STOP

TYPE 2

Print the correct label under each picture.



TYPE 3

List known vocabulary. Have pupils cut letters and build words.

TYPE 4

Collect pictures to illustrate vocabulary and make scrapbooks.

A LIST OF PROTECTIVE VOCABULARY
(Signs, Slogans, Warnings, Simple Directions)

ALLEY CLOSED
BELL OUT OF ORDER
*BEWARE
BOY WANTED
CITY PROPERTY
CLOSED
COUNT YOUR CHANGE
CREDIT DEPT.
CROSS HERE
*DANGER
DEEP WATER
DO NOT ENTER
DO NOT SMOKE
DO NOT SPIT ON FLOOR
DOCTOR
DOWN
*DYNAMITE
*ELECTRIC RAIL
ELEVATOR
EMPLOYMENT AGENCY
*ENTRANCE
*EXIT
*EXPLOSIVES
FINE FOR LOITERING
*FIRE ESCAPE
FOR RENT
FOR SALE
*GENTLEMEN
GO
GO SLOWLY
HANDS OFF
HELP WANTED
*HIGH VOLTAGE
IN
*INFLAMMABLE
KEEP MOVING
KEEP OFF
KEEP TO RIGHT
LABORERS WANTED
*LADIES
LADIES ONLY
LADIES ROOM
LOITERING NOT PERMITTED
MEN
*MEN WANTED
MEN'S ROOM
NEXT DOOR
NEXT WINDOW
NO ADMITTANCE
NO SMOKING
NO SPITTING
*NO TRESPASSING
NOT RESPONSIBLE FOR
OPEN EVENINGS
OUT
OUT OF ORDER
PAY AS YOU ENTER
*POISON
POST NO BILLS
POWDER ROOM
*PRIVATE
PULL
PUSH
QUIET
R.R.
RAILROAD CROSSING
REST ROOM
SEEDED—KEEP OFF
*SLOW
STOP—LOOK—LISTEN
WET PAINT

PROTECTIVE VOCABULARY
(Safety in Driving)

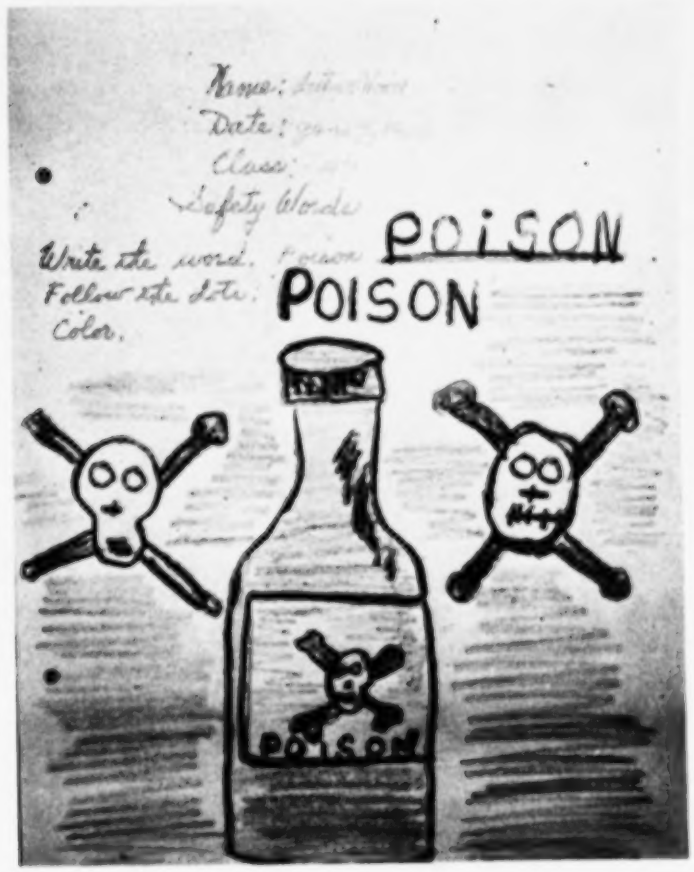
CROSSROAD
CURVE
DANGER AHEAD
DANGEROUS INTERSECTION
DETOUR
DRIVE AT YOUR OWN RISK
DRIVE SLOWLY
DON'T WALK
MEN AT WORK
NO LEFT TURN
NO PARKING
ONE-WAY STREET
PARKING
QUIET—HOSPITAL ZONE
ROAD UNDER CONSTRUCTION
ROAD UNDER REPAIR
SCHOOL ZONE
SLOW
SPEED CHECKED BY RADAR
SPEED LIMIT
STOP
THRU STREET
TOLL BRIDGE
WARNING
YIELD RIGHT-OF-WAY

*These words are of maximum importance to the pupil's protection.

FIRE EXTINGUISHER

STop
GO!
WAIT
WALk
DON'T WALK
ENTER
EXIT
ENTRANCE

Write the words
Follow the dots
Color.
FIRE
EXTINGUISHER
FIRE
EXTINGUISHER


Name:
Date:
Class:
Safety Words
Write the word. Poison
Follow the dots.
Color.
POISON
POISON
POISON

THE EXPERIENCE STORY APPROACH

The experience story affords a sound approach to the development of language arts skills. It is recommended primarily for use with the severely retarded and the grossly overage pupils who function at a first- or second-grade level in reading. Since these materials for instruction are composed by the pupils and are an outgrowth of their interests and experiences, motivation for the activity is usually intrinsic. The stories may also provide content related to the occupational needs of the older pupils.

STEPS IN USING THE EXPERIENCE STORY APPROACH

Discuss the experience.
Compose the story.
Record the story on the blackboard.
Read the story orally.
Record the story on two charts.
Cut one chart into sentence strips.
Read the sentences.
Rebuild the story with sentence strips.
Cut sentence strips into phrase strips.
Read the phrase strips.
Build sentences from phrase strips.
Cut phrase strips into word cards.
Use the words in new oral context.
Drill the words for mastery.
Reread the original story and copy in notebook.
Review stories at intervals.

SUGGESTED TOPICS FOR DEVELOPMENT OF CHARTS

Pictures (labeled) with central theme
- Types of houses (brick, apartment, trailer)
- Machines used to build houses
- Men who build houses
- Tools used in building
- Rooms in a house
- People who come to the home (plumber, electrician, milkman)
- Members of a family

Diary Charts
- Day-by-day record of a class experience
- Calendar records
- Weather records

Plans for Activities
Rules
Directions
Health
Safety
Menus and Foods
Current Events
Stories of Shared Experiences
- Trips
- Work
- Visitors
- Assemblies

Vocabulary
- Protective vocabulary
- Words related to specific subject areas
- Words with multiple meanings (head of: person, lettuce, hammer, nail, family)

THE EXPERIENCE STORY APPROACH USING PROTECTIVE VOCABULARY

Developed by
Mrs. Virginia Manning,
Teacher—School 9

Words To Be Developed

ENTER ENTRANCE EXIT

Materials Used

Pictures found in magazines, books, and newspaper advertisements of theaters, different types of buildings, parking lots, offices, etc.

Flash cards containing words taught

Motivation

"When we went to the movies, we saw words over some of the doors and on others. On an

outside door, we saw a sign that looked like this":

ENTRANCE "Do you know what this sign says?"

"After we went in the movies, we bought our tickets and approached another door. On this door, we saw a sign that looked like this":

ENTER "Do you know what this sign says?"

"Entrance and enter mean almost the same thing. Who can tell me what entrance means?" (A way to go in) "Enter?" (To go in)

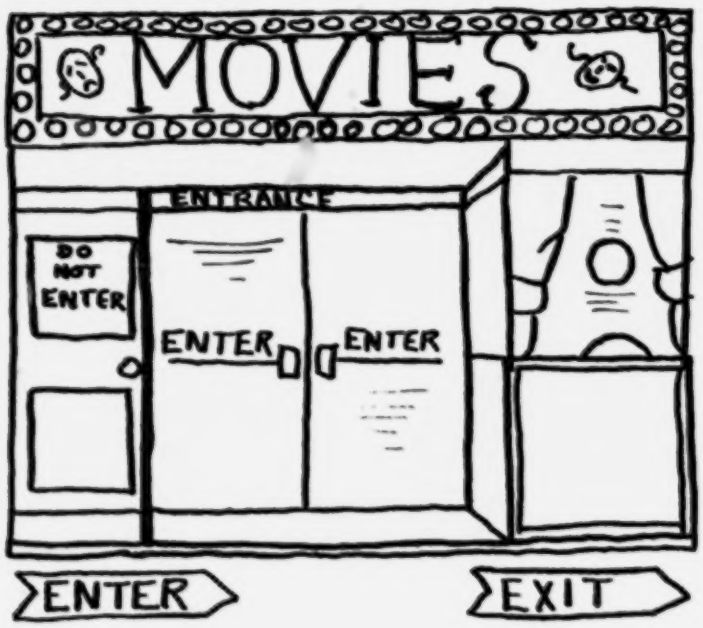
"When we entered, we saw red signs on some other doors that looked like this":

EXIT "Do you know what this sign says?"

"What does exit mean?" (A way to go out)

Developing the Story

"Let's write a story about these signs. What shall we call our story?" (In response to leading questions, the following chart was developed by the pupils.)



The Story

AT THE MOVIES

We went to the movies.

When we bought our tickets we saw the words, ENTRANCE and ENTER.

ENTRANCE is the way in. ENTER means to go in.

Inside we saw a red sign with EXIT on it. EXIT means the way out.

We used the EXIT to leave the movies.

Rereading the Whole Story

"The first sentence tells where we went. Who would like to read it for us?" (Each sentence is to be read in response to leading questions.)

Independent Practice

Trace this word. ENTRANCE

Print the word here. _____

(Repeat with ENTER, EXIT.)

Write each word. _____

_____

(Repeat with ENTRANCE, EXIT.)

Rereading the Story

(Sentences out of order)

"Find the sentence that tells what exit means."

(Continue with each sentence.)

Independent Practice

TYPE 1. (Use chart for reference.)

Find the word that goes with the phrase.

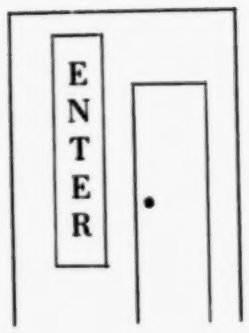
_____ means to go out.

_____ signs are outside.

_____ signs are inside.

TYPE 2. Follow the dots.

TYPE 3. Draw a box around the word that is the same as the one on or over the door.

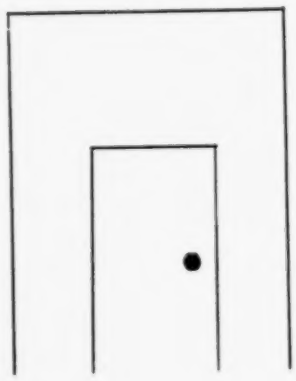


ENTRANCE

ENTER

EXIT

EXIT



ENTER

ENTRANCE

EXIT

TYPE 4. Find two words in each box that are the same and draw a line under them.

Entrance	Exit	Enter
Each	Entrance	Enter
Eat	Enter	Each
Ever	Exit	Ever
Entrance	Ear	Exit
Ear	Every	Entrance

TYPE 5. Write the missing letters.

EN ___ ___ ___ ___ CE

EX ___ T

EN ___ ___ R

E ___ ___ T

E ___ TR ___ ___ CE

E ___ ___ T

Print the word that ends with E _____.

Print the word that ends with T _____.

Print the word that ends with R _____.

DIRECTED READING

The directed reading activity is a traditional method utilizing basal textbooks as source material. Some of the underlying principles and assumptions pertinent to the effective use of basal textbooks with the mentally retarded are summarized as follows:

There is a continuous appraisal of reading readiness at all grade levels.

Desirable attitudes are developed toward all reading activities.

Materials are interesting and are accepted by these pupils, if the pupils are properly motivated.

Professionally competent teachers are needed to secure maximum benefits from this procedure.

STEPS IN DIRECTED READING

Developing Readiness

Insuring an adequate background of experience

Developing working concepts

Stimulating interest and identifying a general motive for the reading

Locating the story in the table of contents

Developing time and place concepts systematically

Insuring accurate concepts
Emphasizing the main idea of the story
Helping pupils set goals for reading

Guiding the First Silent Reading

Directing pupils to read for specific purposes
Guiding development of working concepts (group and individual)
Identifying word recognition needs
Appraising pupil goals

Developing Word Recognition Skills and Comprehension

Developing word recognition skills as needs occur (group and individual)
Checking comprehension

Purposeful Rereading

Noting specific details
Finding descriptive words, figures of speech, specific sentences, and paragraphs
Interpreting the story in terms of previous experience

Follow-up Activities

Discussing related ideas
Organizing ideas
Reading supplementary materials
Constructing dioramas
Making picture dictionaries
Drawing maps, diagrams, and charts
Presenting puppet shows
Collecting objects for museums
Illustrating stories

Planning

Good teaching is impossible without careful planning. Fundamental to good planning are

a careful consideration of the abilities and interests of the pupils

the arrangement of learning experiences in a logical sequence

an expression of clearly defined purposes

The teacher's daily plan should

relate the present lesson to previous ones

indicate the aims of the lesson

arrange activities to further the aims

include the best procedures

provide for the best illustrative materials available

contain adequate assignments for independent work

READING INSTRUCTION

Grouping

From your card packets, list pupils' names and their latest achievement scores in reading. The distribution of scores may look like this:

Score	Estimated Instructional Level	Adjusted Instructional Level
4.6	3^2	All estimated at 3^2, 3^1, and 2^2 levels will be grouped for instruction at 3^2 level.
4.6	3^2	
4.0	3^1	
3.9	2^2	
3.8	2^2	
3.6	2^2	
3.6	2^2	
3.5	2^2	
3.4	2^1	All estimated at 2^1 and 1 levels will be grouped for instruction at level 2^1.
3.3	2^1	
3.3	2^1	
3.0	2^1	
2.9	1	
2.8	1	
2.6	1	
2.4	1	
2.3	1	
2.2	1	

After you work with pupils you may find it necessary to make shifts in pupil placement and/or levels.

SUGGESTIONS FOR TIME ALLOTMENTS AND PROCEDURES

Two-Group Instruction—50-Minute Period

Group A—20 Minutes Group B—20 Minutes

Prepare a general assignment for the entire class. Explain the assignment to both groups. (10 minutes)

Direct Group A to begin the general assignment.

Teach Group B. Give the group a specific assignment and direct them to do the general assignment, if time permits.

Teach Group A. At the conclusion of the lesson, direct Group A to work on the general assignment.

Return to Group B and conduct an oral check of the specific assignment.

Stop Group A and conduct an oral check of the general assignment with the entire class.

One-Group Instruction—50-Minute Period

Group A—30 Minutes Group B—10 Minutes

Prepare a general assignment for the entire class. (10 minutes)

Prepare a specific practice assignment for the group which will work independently.

Explain the general assignment to both groups.

Direct Group A to begin the general assignment.

Explain the specific assignment to Group B. Direct them to complete this first and, if time permits, to proceed with the general assignment.

Teach Group A. At the conclusion of the lesson, direct Group A to continue work on the general assignment.

Return to Group B. Conduct an oral check of the specific assignment.

Stop Group A and conduct an oral check of the general assignment with the entire class.

DIRECTED READING ACTIVITY

POSSIBLE LESSON TYPES	TYPICAL PURPOSES
Background (This type of lesson and guided silent reading are often combined)	To explore pupils' experiential backgrounds
	To provide experience with concepts which are unfamiliar
	To use new vocabulary in oral context
	To stimulate interest in the story in order to set a general motive for reading
Phrase and Word Recognition (May be necessary at levels below 3)	To develop meaning and use of new vocabulary
Guided Silent Reading	To help pupils interpret ideas in order to enjoy the story
	To discover their individual vocabulary needs
Skill Development (Followed by directed practice, independent practice, and drill)	To teach a specific skill or skills
	To practice new learnings in a variety of ways
	To maintain previous learnings
Silent or Oral Rereading	To refer to the story again for purposes other than those of the first reading
Follow-up	To extend interests to related areas

LONG-RANGE PLAN FOR A DIRECTED READING ACTIVITY

Date	*Class Group*	*References*	*Type of Lesson*	*Purposes*	*Assignment*	*Teaching Aids*

Successful teachers have used this form to jot down notes that help them to project a sequence of activities which will

- motivate reading and create readiness for the reading experience
- alert pupils to their current attitude on and knowledge of the subject covered
- raise questions to which they may find answers in their reading
- provide development of vocabulary (form and meanings of words)
- give experience in oral reading to support their answers to their questions
- stimulate further reading about the person or the topic covered in the directed reading

PLAN FOR TWO GROUPS – DIRECTED READING ACTIVITY

Class Group	*Type Lesson*	*Purpose*	*Teaching Aids and References*

In projecting a plan for two or more groups, the teacher needs to select from available instructional materials (books, films, maps, recordings, etc.) those which are appropriate to the levels of the pupils' reading competence as well as to their reading interests.

Successful teachers have found this form a convenient aid to teaching.

THE USE OF MANUALS AND WORKBOOKS

The manuals which accompany each basal series are constructed by experts and tested by teachers in their classrooms prior to publication. Before initiating the use of any basal series, the teacher should read the manual carefully, especially the introduction, which gives an overview of the total program. Following the introduction, directed activities are suggested for each story. These activities may differ in descriptive terminology but they are essentially alike from series to series. The teacher of the mentally retarded should examine the suggested activities in order to see whether or not adaptations are necessary in order to use them successfully with his pupils. Adaptations may be necessary in the areas which are treated below.

Achieving Readiness

At low levels (preprimer, primer, and first grade), the concepts listed for development may be within the experiential background of the mentally retarded since their life ages are greater than those of the children for whom these books were written. Thus, a teacher may present a background lesson extending and enriching specific concepts in terms of the maturity level of his pupils, or achieve readiness through a brief introduction to the guided silent reading.

Guiding the Silent Reading

Questions may be reworded here; some eliminated. It is important to guide the reading through oral questions in sequential order. This procedure reveals the needs which the learner has in vocabulary and the extent of his comprehension.

Developing Reading Skills

The directions offered in the manuals for progressing through this phase are an invaluable aid for the inexperienced teacher, a guide for the experienced. They insure the systematic introduction and maintenance of skills. The wise teacher never assumes that his pupils cannot profit from instruction in this phase; he is prepared to spend more time on development, review, practice, and drill than indicated by the manual.

Rereading

Too often rereading is meaningless rote reading because the teacher fails to follow suggestions regarding a new purpose for rereading. This does not mean that he never has pupils read so that he can note expression, vocabulary control, etc.

Doing the Follow-up Lesson

Select those activities that are within the abilities and interests of the children. Devise others.

The workbook is one type of follow-up. Since pupils may not write in workbooks, the teacher must adapt directions and, in some instances, duplicate exercises. The latter is especially true for tests. Although the workbook is primarily designed for independent practice, the mentally retarded may benefit more if it is used as a directed activity.

Establishing a Reading Program

Use your analysis chart to estimate the instructional level of each pupil.

Assume the instructional level of each pupil to be at least one level below his latest achievement score.

Shift placements as you are able to check abilities through performance.

Give a vocabulary sampling test in all questionable cases.

As far as possible, have only two groups per class.

If they are available, use a basal series and the accompanying workbooks. The basal series has the advantages of controlled vocabulary, systematic introduction of skills, and provision for maintenance of new learnings.

Keep in mind that a good reading lesson is a directed activity which follows these general steps:

The teacher reads the story himself to see if there are any concepts which need a background of information for understanding.

The teacher introduces the story and presents necessary information.

The pupils, with the teacher's help, set up a general motive for reading the entire story.

At instructional levels below the third, the teacher presents in phrases those words listed as new by the authors. If the story is presented in sections, the teacher uses only those words common to that section.

The teacher guides silent reading in response to questions (preferably oral) which involve a sentence, a paragraph, a page, or a larger thought unit. The use of questions on thought units longer than a page is suggested for levels above the second.

Teach the skills suggested in the teacher's manual.

Have an oral or silent rereading of the story, entirely or in part.

Use new vocabulary in varied ways until mastery is assured.

Have follow-up activities to associate new learnings with the pupils' experiences and to extend learnings in related areas. Following are a few suggestions.

Workbook assignments

Supplementary reading

Art projects (illustrations, dioramas, murals, etc.)

Summaries (one sentence to a paragraph in length)

The use of picture dictionaries

Presenting puppet shows

Audience reading

Choral reading

Dramatic interpretations

Studying maps, diagrams, charts

Visiting museums and exhibits

NOTE: A new story should always be introduced by the teacher.

At least one group should work under the direct supervision of the teacher each day.

A sufficient number of worthwhile reading experiences should be provided for the group or groups working independently.

Developing Skills

COMPREHENSION SKILLS

The words encountered in reading are symbols of the ideas someone is trying to convey. The goal of reading instruction is not only to teach pupils to recognize these symbols but also to grasp their meaning.

Just as certain skills are developed to insure accuracy in word recognition, others must be developed to insure depth of understanding. This development begins with the readiness stage and is strengthened and refined through successive stages of the reading process. Comprehension has many components; it involves the abilities

To find specific information (answers to questions)

To organize materials (classification, perception of relations, sequence, summarization)

To evaluate (facts and opinions, relevancy, reasonableness)

To interpret (central thoughts, inferences, generalizations, predicting outcomes)

To appreciate (humor, plot, sensory impressions, relationship of characters to the reader)

Suggestions for developing these abilities are included in the section, "Developmental Sequence of Reading Skills." (See page 44.)

WORD RECOGNITION SKILLS

Gaining control over the techniques of word recognition is, for most pupils, a gradual and prolonged process. To attain independence in word recognition, the child needs to become versatile in using a specific technique or a combination of techniques. In the beginning stages, the child depends upon four types of clues: picture, configuration, language rhythm, and context. As the child is confronted with an increasing vocabulary load, he must learn to use other techniques, such as structural analysis, phonetic analysis, and dictionary usage.

Picture Clues

Use of pictures to anticipate new vocabulary

Use of diagrams, charts, graphs, and maps to aid in word recognition

Configuration Clues

Discrimination between the forms of words—length, height of letters, and other striking characteristics

Recognition of similarities and differences between the forms of known and unknown words

Recognition of internal characteristics of a word

Language Rhythm Clues

Identification of words common to certain idiomatic expressions

Identification of words as accepted patterns of speech

Context Clues

Use of language structure as clues to recognition and meaning

Use of sentence sense as a clue to word recognition

Anticipation of meaning in order to understand new words

Use of typographical aids to meaning, such as period, italics, bold face type, footnotes, parentheses

Structural Analysis

Ability to note root words in varients and compounds

Ability to identify root words in derivatives

Ability to divide words into syllables and to interpret accent marks

Phonetic Analysis

Ability to hear and use speech sounds

Ability to hear and use initial, final, and medial consonants, consonant blends, consonant digraphs, and dipthongs

Ability to recognize silent letters in words

Ability to discriminate between long and short vowels

Ability to apply phonetics to the syllables of words

Dictionary Usage

Awareness of types of information given

Development of ability to

recognize letters and remember their alphabetical sequence

select the appropriate meaning for words in a given context

interpret the symbols in a dictionary, such as accent marks, abbreviations for parts of speech, and diacritical marks

identify preferred pronunciations

use guide words with ease

This Guide presents in detail only two of these clues to word identification: structural and phonetic analyses. These have been selected because (1) an overview of these areas is an essential background for the teaching of reading; (2) many difficulties are involved in presenting these skills and in practicing their application until pupils can use them independently.

Since the first three clues function largely in the beginning stages of reading and since the skills are not complex, suggestions in the manuals will give sufficient guidance for their development. Dictionary skills are not stressed because of the small percentage of our pupils likely to attain reading levels which justify their use. Dictionary skills should be taught, however, whenever it is practical.

STRUCTURAL ANALYSIS

Definition

Structural analysis is the means by which we identify

the root or meaning unit in variants and derivatives

the two words which form compound words

the syllables which may be added to the beginning or end of words

syllables as units of sound within words

Point of View

Structural analysis is only one clue to word recognition. The use of context and configuration clues should be well established before this aid is introduced. Similarly, the ability to use sound as a clue in conjunction with context clues should be developed to some extent.

Contrary to popular opinion, "finding little words in big ones" is not an important part of structural analysis. Actually this procedure leads to the development of word attack habits which are misleading and, later on, difficult to correct. Too often this device is based upon visual examination of words without regard to whether the sound of the smaller word is heard or not; confusion follows. For example, to hear the sound of *fat* in *fatter* is helpful in pronouncing this word, but to find *fat* in *father* is of no value in developing independent word attack skill. The emphasis in structural analysis is upon seeing root words in variants, as *drive* in *drives; turn* in *return;* or *over* and *head* in *overhead.*

Purpose

Structural analysis enables pupils

to recognize root forms in inflectional variants, derivatives, and compounds

to develop syllabication skills

Definition of Terms

ROOT. A word which cannot be reduced to a more simple form in the language from which it came (A root word is a meaning word.)

AFFIXES. Syllables added to the beginning (prefix) or the end (suffix) of root words to modify their meanings (*renewable*)

DERIVATIVES. Words resulting from the addition of affixes (*renewable*)

PREFIX. A significant syllable placed before and joined with a word to modify its meaning (*renew*)

SUFFIX. A significant syllable placed after and joined with a word to modify its meaning (renew*able*)

VARIANTS. Inflected word forms made by changing the word ending to show grammatical changes in number, gender, case, tense, voice, mood, and comparison (bell*s*, look*ed*, big*ger*)

SYLLABLE. A word or part of a word pronounced with a single, uninterrupted sounding of the voice (*sta ble*)

Skills and Abilities Involved

Noting basic forms in variants *(farm* in *farms)*

Noting basic forms in derivatives (*paint* in *repaint*)

Recognizing solid, hyphenated, and two-word compounds (*everything, blue-eyed, ice cream*)

Recognizing common prefixes and suffixes (*dis, re, un, ful, able*)

Recognizing common prefixes and suffixes as meaning units

Recognizing common prefixes and suffixes as syllable units

Identifying syllabic units as aids to pronunciation

Interpreting accent marks

Dividing words at the end of a line

Rules Commonly Taught

Some words form their plurals by adding *s (boy, boys)*, others by adding *es (box, boxes).*

When the root ends in *e*, the *e*, is dropped before adding a suffix that begins with a vowel *(love, loving).*

When there is a short vowel in a word and it comes before the last consonant, that consonant is doubled before adding *ing* or *ed (hop, hopping, hopped).*

When the first vowel in a syllable is followed by a double consonant or two consonants, the word is usually divided between the consonant *(hap py).*

When the first vowel is followed by a single consonant, the syllable usually ends with the vowel *(fa vor).*

When the last consonant in a word is followed by *le*, include the consonant to form the last syllable *(ta ble).*

When *ed* is preceded by *d* or *t*, the *ed* forms a separate syllable *(dread ed, treat ed).*

When the root word ends in *y* and the *y* is not preceded by a vowel, the *y* is changed to *i* before adding *es* or *ed (cry, cries, cried).*

Words ending in *f* or *fe* change the *f* or *fe* to *v* before adding *es (half, halves; wife, wives).*

Accent tends to fall on roots and stems (*un-like', lik' ing).*

In words of two syllables, the accent is placed on the first syllable *(fol' low).*

Accent may be transposed *(per' mit, per mit').*

AFFIXES

SKILLS AREA	SUGGESTIONS FOR INTRODUCING SKILL
Auditory Discrimination	***The teacher says:***
Pronounce words containing element. Have pupils note its position, i.e., beginning or end.	We are going to talk about and look at some new words that are made by adding a syllable to words we know. Do you hear the syllable at the beginning or at the end of the word? *fill* — *refill* *load* — *reload*
Have pupils give words from their speaking-meaning vocabularies containing the element.	Do you know any words like these? (If there are no volunteers, responses may be stimulated through definitions similar to these.) When your

work is not neatly done, what may I ask you to do? *(rewrite)* When a criminal escapes from jail, what must policemen try to do? *(recapture)*

Scrutiny of Word Forms

Let us look at some of the words we have been listening to and see how new words may be made by adding a syllable to the beginning of words we know. Here are sentences using them.

Jack filled one bottle with milk.

As soon as the boys drank that, he refilled it.

Read this pair of sentences. Draw a ring around the root word in the second sentence. Pronounce the root word. Pronounce the new word.

Semantic Analysis

Establish meaning of root word.

Through examples, establish change in meaning caused by affix.

What did Jack do when he filled the bottle?

What did he do when he refilled the bottle? (Continue until concept of repeated action is associated with *re*.)

Practice for Mastery

Have pupils use or read words in meaningful context.

Use each of these words in a sentence of your own. Give the meaning of the word you are using.

reopen *replant*

Check to see if the understanding is established that affixes are added to words.

Underline the words to which the syllable *re* has been added. Be sure it has been added to a root word, that it is not a part of a root word.

read *replace* *rebuild* *real*

Application

Use new words in a context which is likely to indicate their meaning.

(Use sentences such as the following)

I had to reread the letter several times.

Rewind the rope around this new pole.

After Donna had taken a cookie from the jar, she replaced the top.

Assignments for Independent Practice

Match each word with the correct meaning.

rebuild—to load again
reload—to paint again
repaint—to build again

Draw a line under the one word to which a prefix has been added.

You did not reset the clock.

Choose the word which completes each sentence.

Mr. Smith lifted the cover and peeked into the lunch box.

displaced
After he had *reheated* the cover, he put it into the car.
replaced

Write the root form for each of the following:

reset _____ *rebuild* _____

NOTE: Any affix may be developed in the same manner.

CHANGES IN ROOT FORMS

SKILLS AREA

Scrutiny of Word Forms

SUGGESTIONS FOR INTRODUCING SKILL

(Have several sentences similar to these on blackboard or mimeographed sheets.)

Tom did not study his spelling.

Had he studied, he would have been able to write his letter.

The teacher says:

Use forms in meaningful context.

John met a word in today's story which he did not know. It was an old word, but one little change had been made in it. That's why John didn't recognize the word. As soon as I showed John the root form of the word, he knew what the new word was.

We shall meet other words of this kind from time to time in our reading. Let us examine some of them to see what kind of words they are, what change takes place in them, and when this change takes place.

Read sentences containing forms to be studied.

Read the first pair of sentences to yourselves. The root form in the first sentence will help you to recognize the underlined word in the second.

Compare forms.

In what ways are the underlined words different?

Semantic Analysis

How does the addition of *ed* change the meaning of the root word? (Continue until several examples have been analyzed.)

Generalization

Summarize what has been discovered.

We have seen that in each of the words we have discussed the same change took place. There are many other words of this kind. Let us see if we can read both forms.

cry - cried	*worry - worried*
try - tried	*carry - carried*

What kind of roots make the change we've seen? (Those ending in *y*)

When do these roots make this change? (Before adding *ed*)
What change is made? (*y* is changed to *i*)

Practice for Mastery

Who will add *ed* to these roots and tell us the kind of word you are working with, the change you are making, and what you are adding?

dry *hurry* *study*

Assignments for Independent Practice

Draw a line under the word to which an ending has been added. Find a word at the right which shows how the word looked before the ending was added.

John picked a basket of cherries. *cherry's* *cherry*

Match the words that belong together.

study	*carried*
hurry	*studied*
carry	*hurried*

Underline the word you would use.

hurry
hurries Jack _____ to the store yesterday.
hurried

Appraisal of Mastery

Most of the assignments given for independent practice may be used for this purpose.

NOTE: The following rules may be developed in the same manner:

Root words ending in *f* or *fe* may change the *f* to *v* before adding *s* or *es*.

When the root word ends in *e*, the *e* may be dropped before a suffix that begins with a vowel.

Words that have a short vowel sound and end in a single consonant, usually double the final consonant before adding *ing* or *ed*.

SYLLABLES

SKILLS AREA

Auditory Discrimination

SUGGESTIONS FOR INTRODUCING SKILL

The teacher says:

Today we shall begin to learn about something which helps us to pronounce words more easily. Often the strange words we see are long ones. There are ways we can divide these into smaller parts and work out the pronunciation. When we divide words into parts to make pronunciation easier, we call each part a syllable. Have you noticed how words are divided in the dictionary? These words have been divided into syllables.

Before we learn to divide words, I shall tell you how you can listen to a word and tell how many syllables it has. A word will have as many sylla-

Note number of vowel sounds heard.

bles as it has vowel sounds. We know that there are times when vowels are not sounded. Who can tell me about silent vowels?

Listen as I say some words for you. *Window.* How many vowel sounds did you hear?

Student:

The word *window* has two syllables because you can hear two vowel sounds.

(Continue with words of one or two syllables until pupils grasp the concept. This may require more than one lesson.)

Scrutiny of Word Forms

(Write words from pupils' sight vocabulary on blackboard: *roast*, *desk*, *radio*, etc. Have pupil pronounce words.) How many vowels do you see? How many vowels do you hear? How many syllables has this word?

Directed Practice for Mastery

(Write sentences similar to these on blackboard. Have pupils read and tell number of syllables in underlined words.)

Rain makes the *gardens* grow.

Assignments for Independent Practice

Write the number of vowels you hear.

_____ _____ _____ _____ _____

Say these words to yourself. Write the number of syllables in each.

_____ jungle _____ hunting _____ hang

_____ trap _____ danger _____ candy

RULES OF SYLLABICATION

SKILLS AREA	SUGGESTIONS FOR INTRODUCING SKILL
Recalling Definition of Syllable	***The teacher says:*** We are going to learn something new about syllables today. Who remembers what a syllable is?" (A word or a part of a word in which only one vowel sound is heard.)
Checking Auditory Perception	How many syllables do you hear in *winter, captain, enter, corner,* etc.?
Scrutiny of Word Forms	Let us look at some of the words I've been saying and see how they may be divided into syllables. *win ter cap tain en ter* Look at the first vowel in each word. What follows each? (Two consonants.) Open your readers and let us see if we can find some other words in which the first vowel is followed by the consonants. Give your word and I shall divide it into syllables for you. *sig nal can dy pic ture*
Generalization	Examine all the words we have divided. Where does the division come in each? (Between the two consonants.) In many words we find this to be true. Who can tell me what happens when the first vowel in a word is followed by two consonants? (When the first vowel is followed by two consonants, we divide between the two consonants.)
Application	(List words which follow rule and some that are exceptions. Have pupils copy rule; list words which follow rule. Write sentences containing same type of words: *Candy should be eaten after meals.* Draw a line under the syllables of the word that means something sweet.)

Practice for Mastery
Consult available study books and phonics books for types of practice exercises.

NOTE: Use same procedure for developing
double consonants following first vowel *(cot ton)*
single consonant following first vowel *(mu sic fu ture)*
words ending in *le (mid dle ap ple).*

ACCENT

SKILLS AREA	SUGGESTIONS FOR INTRODUCING SKILL
Auditory Discrimination	
Have pupils identify number of syllables.	Many words we use have more than one syllable. Do you recall how we tell the number of syllables a word has? Listen while I say some words for you. Tell the number of syllables you hear. *holiday delicate honesty*
Have pupils identify accented syllable.	Did you notice that I held on to one syllable in each of these words a little longer than I did the others? Listen while I tap the syllables. Which one did I hold the longest? (First) We say that the syllable we hold longest is the accented syllable. In the dictionary it will look this way: *hol' i day*
Have pupils give words of three syllables from their speaking-meaning vocabularies and identify accented syllables.	Can you give me some other words of three syllables and tell which syllable is accented? (Clue may be given, if response is slow.) What is the man called who builds or repairs woodwork? *(carpenter)*
Scrutiny of Word Forms	Let us look at some of the words we've been hearing. *car' pen ter hol' i day*
Generalization	How many syllables has each word? Which syllable is accented? Where may we expect the accent to fall in words of three syllables?
Practice for Mastery	Let us look through the last story we read to see how many words we can find that follow this rule.
Application	The underlined words in the sentences should be new to you. See if you can work them out using all you've learned about attacking new words so far. Remember what you've just discovered about accent. Do not <u>tantalize</u> the baby. Learn to use the <u>telephone.</u>

Assignments for Independent Practice

Complete these statements about the underlined words in each sentence.

John finally made the team.

In the word finally the accent is on the _____ syllable.

The word finally has _____ syllables.

Complete these statements by drawing a ring around the correct answer.

The accented syllable in *victory* ends in *o, c, y.*

NOTE: Other accent tendencies may be developed in the same manner.

PHONETIC ANALYSIS

Definition

Phonetic analysis is primarily a process of associating appropriate sound with the printed word forms.

Point of View

Phonics should be taught as an outgrowth of the regular reading lesson. It is important that phonetic analysis functions hand in hand with other methods of word attack in order for it to be effective in the total reading process. Phonics must be combined with configuration, language rhythm, context, and structural analysis clues.

Instruction in phonetic analysis is paced by the child's mental ability, reading achievement, specific needs, and his general language growth. Before formal instruction is begun, the pupil should have a sight word vocabulary of between 75 to 100 words, have a mental age of 7 years, be able to set purposes for reading and have the "reading-to-learn" attitude. Success in word perception will depend upon the number of words the child has in his speaking-meaning vocabulary, the different associations he can make with the sound symbolized, and the depth and vividness of the experiences he has had with the sound symbolized.

Purpose

To make children more independent in the pronunciation of words previously learned

To aid in unlocking new words (sound attack)

To encourage correct pronunciation

To provide for ear training

Definition of Terms (for the teacher)

Letter. Visual symbol representing one or more speech sounds *(c* in *city—c* in *cat);* may not reveal the speech sounds heard in a word *(through-know)*

Sound. Oral symbol represented by one or more letters *(k* in *king, c* in *cat)*

Consonant Blend. Two consonant sounds blended together rapidly without loss of identity of either (*st*ar, *tr*uck, *bl*ue)

Digraph. Two letters representing one speech sound: a vowel digraph (m*ea*t, d*ea*d, and c*oa*t); a consonant digraph (ne*ck*, ri*ng*, and pa*th*)

Diphthong. Two vowels pronounced in a sound sequence that gives the impression of one sound (t*oy*, h*ow*, n*oi*se, sh*ou*t, and bl*ow*)

Syllable. Vowel-centered unit of sound *(cen ter, in land)*

Phonogram. Letter, letters, or word making a speech sound: compound phonogram, *bl* as in *black, str* as in *street;* word phonogram, *at* as in *cat*

Vowel. Symbol *(a, e, i, o, u, y)* representing more than one sound *(a* as in *cat, able, car, ago, fair)*

Sight Word. Word recognized in isolation

Phonetic Word. Word in which each letter represents a sound *(ran, was, bit)*

Skills and Abilities Involved[1]

Familiarity with the speech sounds

Auditory discrimination

[1] Emmett A. Betts, *Foundations of Reading Instruction* (New York, American Book Company, 1946), p. 582.

Visual-auditory perception of initial, final, and medial consonants, consonant blends, consonant digraphs, short vowels, long vowels, and diphthongs

Discrimination between short and long vowels

Recognition of silent letters in words

Recognition of the fact that different letters may represent the same sound and that the same letter may represent more than one sound

Ability to apply phonetics to the syllables of words

Recognition of word variants

Ability to interpret diacritical marks

Principles Upon Which Phonetic Instruction Is Based

Words should be presented as whole words.

Sounds should not be distorted.

Sounds should be synthesized.

Auditory discrimination should always precede visual discrimination.

Consonant sounds should be taught in this order—beginning, final, and medial.

Pupils should apply known skills in silent reading.

Rules should not be presented until a sizeable vocabulary has been acquired.

Only one rule should be presented at a time.

All words need not be developed phonetically—some are sight words.

Rules Commonly Taught in Phonetic Analysis

A vowel is usually short in a syllable ending with a consonant (fl*a*sh, g*o*t, m*e*t).

A vowel is usually long in a syllable ending with a final *e* (s*i*d*e*, pl*a*c*e*, r*o*d*e*).

In a vowel digraph, the first vowel is usually long and the second vowel is silent (w*ai*t).

A single vowel in a syllable not ending with a consonant is usually long (b*e*, n*o*, h*e*).

A vowel followed by *r* has a modified sound (cov*er*, h*ur*t, h*or*se).

The letter *y* is considered a vowel when it appears at the end of a word. However, it is pronounced as the sound of the vowel *i* (happ*y*, tr*y*).

Summary of Phonetic Analysis Skills

Rhyming elements

Single consonant sounds in initial, final, and medial positions

Consonant blends in initial, final, and medial positions

Consonant digraphs in initial, final, and medial positions

Single vowel sounds

Vowel digraphs

Diphthongs

RHYMING ELEMENTS

SKILLS AREA	SUGGESTIONS FOR INTRODUCING SKILL
Auditory Perception	***The teacher says:*** One of the things we need to learn, if we are to become good readers, is to hear words that sound alike. Listen as I read these rhymes and see if you can tell the words that sound very much alike. (Read rhymes.)
Read many rhymes or jingles to pupils.	*Sing* and *spring* sound alike.
If pupils are unable to recognize rhyming words, identify them.	

Vary procedure and continue practice until pupils can identify rhyming elements.

Listen to these rhyming words: *day, way; rain, train; make, take.*

I'm thinking of a word that rhymes with *sled.* It is a color. What is the word?

Auditory Discrimination

Have pupils identify rhyming words in mixed grouping.

I shall say three words for you. Two of the words will rhyme. See if you can tell the two that rhyme: *may, mother, day; see, three, went.*

Visual-Auditory Perception

List rhyming words from pupils' sight vocabulary.

play	*no*	*take*	*took*
day	*so*	*make*	*look*

Here are some words we know. Who will read the first pair? Do you know what kind of words they are? (Rhyming. Repeat for each pair.)

Let us look at the first pair again. What do you notice about the way they look? (Each ends in *ay.* Repeat for each pair.)

Go to the blackboard and draw a line under the part that looks the same in the first pair. (Repeat for each pair.)

Generalization

Who can tell two things we have noticed about each pair of words? (They rhyme. They look alike at the end.)

Here are some other rhyming words. Let us see if they look alike, too.

blow	*will*	*ran*
snow	*hill*	*can*

What may we say is true of many rhyming words? (They look alike at the end.)

Application

Use understanding to unlock new words.

We know these words: *day, play.* Here is one we haven't had. Who can work it out?

may

What is this word?

day

If I erase the *d* and put *m* in its place, what will the word be?

Independent Practice — (See workbooks for types.)

Appraisal of Mastery — (See workbooks for types.)

NOTE: Only auditory perception is attempted at the preprimer level. The other phases of development are begun at the primer level.

INITIAL CONSONANT SOUNDS

SKILLS AREA	SUGGESTIONS FOR INTRODUCING SKILL
Auditory Discrimination	
Recognize likenesses in words having like element	Pronounce: *dog*, *day*, *dig*. Ask pupils to tell the way in which these words are alike.
Recognize words with like element	
two words with element	Pronounce: *dog*, *day*. Call attention to the sound they begin with. Have children give words within the same element.
one word with element, one without	Pronounce: *dog*, *cat*. Stress difference in initial consonant sounds.
three words: two with like element, one without	Pronounce: *dog*, *dig*, *man*. Ask pupils to name word which does not begin with the same sound.
Visual-Auditory Perception	
Identify like element	List words containing the element. (Use words from sight vocabulary.) Have those words similar to the key word identified.
Associate the name of the letter with the sound	Underline the like element. Give name of this letter. Have children pronounce these words.
Recognize the element in words in context	Use the word containing the new sound in context. Have children suggest what the word is. *Tom spent a dime at the store.*
Application—Consonant Substitution	
Recognize the unknown word through a knowledge of the new element; include all three positions of the element—beginning, final, medial	Write on the board: *The dog was lost in a fog.* Have pupils identify new word *fog*.
Appraisal of Mastery	
Individual or group tests, devised by the teacher	
Recognize new word through combined use of meaning, phonetic and word form clues	Write the best word in the blank. *The rain came down. It was a wet _____.* *(may, day, pay)*
Use initial consonant clues	Put a line under the words that begin like *step*. *stop story shall stand*
Recognize similarity in word forms	Draw a circle around the words that sound alike. *The little dog fell off the log.*

NOTE: In teaching initial, final, and medial consonant sounds and consonant blends, follow the same procedure.

VOWEL SOUNDS

SKILLS AREA	SUGGESTIONS FOR INTRODUCING SKILL
Auditory Discrimination	
Recognize words having like element	Pronounce words having like element, such as *me, he, be.* Ask pupils to tell how they are alike.
Recognize the position of the identical element	Pronounce words: *eat, even, enough, near, neat, meat, she, we.* Ask pupils to tell where sound is heard—beginning, middle, end.
Recognize word within own experiences	Have children give words having like element from their speaking-meaning vocabulary.
Recognize word with like element	
two words with element	Pronounce: *we, be.* Ask pupils if they end with the same sound.
one word with element, one without	Pronounce: *me, so.* Have pupils recognize words.
three words: two with element, one without	Pronounce: *me, to, we.* Ask pupils to tell word that does not end with the same sound.

DISCOVERING THE VOWEL RULES

SKILLS AREA	SUGGESTIONS FOR INTRODUCING SKILL
Scrutiny of Word Forms Containing the Element	List final *e* words on the blackboard. Have them pronounced by the pupils. Count the vowels in each word. Cross out the vowel which is silent and stress the long vowel. *ātė bītė rōdė kītė*
Generalization	Have pupils examine words presented. Stress the fact that this is true for many words the pupil will read. Have pupil make rule in his own words. Rule: A vowel is usually long in a syllable (word) ending with a final *e.*
Application	List some words which follow the rule and some which are exceptions to the rule. Have children copy the list and apply the rule. Check orally. Prepare sentences in which the reading vocabulary of the pupils is used. In each sentence one word has a final *e.* *Jack came back too soon.* *The boy painted the bird cage.* The rule is applied and the word is pronounced.
Practice for Mastery	Consult available study books and phonics books for types of practice exercises.

NOTE: Use same procedure for developing any vowel rule.

Assignments

THE GENERAL OR CLASS ASSIGNMENT

The general or class assignment is based upon a review of vocabulary skills, or subject matter. It is so called because it is usually assigned to the whole class and because it may be correlated with any subject taught. It should be simple enough to be done by the group without help from the teacher. This means that the assignment must be graded in difficulty to challenge the abilities of both the lowest and the highest achievers. In instances where the range of abilities is great (for example, one group at a primer level and the other at a third), it is best to provide a general assignment for each group. The general assignments are valuable because they provide

opportunity for practice necessary to maintain reading skills

continuous review of vocabulary

review of subject matter already taught

a basis for corrective work

Variety in general assignments stimulates interest, challenges abilities, and contributes to the development and maintenance of different reading skills.

DEVELOPING WORD RECOGNITION SKILLS

Visual Discrimination (should be used before pupils are able to read and should be continued throughout the early stages)

TYPE 1. *Put a line under the ones that are alike.*

W Z W W	t t f t t	b p p p	d b b b

(Letters easily confused)

TYPE 2.

kitten	after	three	three	went
kitchen	apple	there	three	want
kitten	apple	there	tree	went

(Words of similar configuration)

TYPE 3.

something	anyone	anything	someone
something	anyone	anyone	something
everything	someone	anything	someone

(Compound words)

TYPE 4.

was	on	where	come	want
saw	on	were	come	went
was	no	where	came	want

(Words commonly confused)

TYPE 5.

on	and	who	how	felt	pig	big
no	said	how	how	felt	pig	pig
on	said	who	how	left	pig	pig
on	said	who	who	felt	dig	pig

(Words often reversed)

Picture Clues

TYPE 1. *Draw a line from the word to its picture.*

there
tree
her
tree

three
tree
take
tree
tree

tree

TYPE 2. *Draw a line from the word to its picture.*

chair

airplane

apple

kite

children

TYPE 3. *Draw a line from the word to its picture.*

car

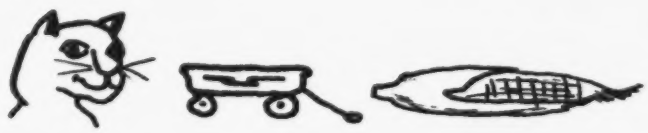
cup

can

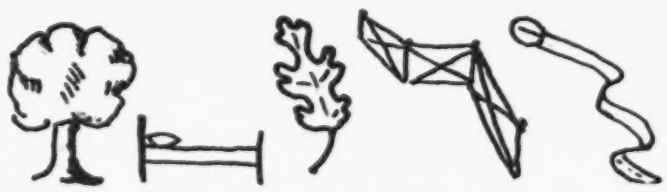
Phonetic Clues

TYPE 1. *Color the ones whose names rhyme.*

TYPE 2. *Color the ones whose names begin alike.*



TYPE 3. *Put "1" under the picture if the vowel sound in the word is the same as the one you hear in "sleep." Put "2" under the picture if you hear the same sound you hear in "sled."*



TYPE 4. *Which vowel says its name in each row of words?*

cage	ate	cake	_____
seed	leaf	week	_____

TYPE 5. *Write beside each word the sound of the vowel you hear.*

get _____ drive _____ only _____ us _____

TYPE 6. *Choose the right word for each blank.*

The baby pig is not so _____. *but bay big*

The rain came down. It was a____day. *wet pet*

TYPE 7. *Draw a line under the words that begin like*

no	ball	mat
me	make	milk
mother	my	now

TYPE 8. *Make a word to fill the blank. Use the word at the end to help you.*

One _____ Tom wanted to help father work in the garden. *(way)*

TYPE 9. *Use one of these letters to make the word you need in the blank.*

Father is a ____an. *t, p, n, m*

TYPE 10. *List words from your story in which the vowel "a" is long.*

Structural Analysis

TYPE 1. *Draw a line under the words that mean more than one.*

table	chairs	caps	boys	girls

TYPE 2. *Change these words so that they mean more than one.*

apple	cage	pan	tree
ball	bed	book	lamp

TYPE 3. *Draw a circle around the letters that change these words.*

dish	box	match	fox
dishes	boxes	matches	foxes

TYPE 4. *Make a new word. Add "er," "est."*

warm

cold

small

kind

(Provide sentences having blanks to be filled in with the new words.)

TYPE 5. *Add "ed" to the right words.*

bake took fill want

(Provide sentences having blanks to be filled in with the new words.)

TYPE 6. *Draw circles around the letters that change these words.*

baby	berry	penny
babies	berries	pennies

DEVELOPING COMPREHENSION SKILLS

Classification

TYPE 1. *Select one of the following categories: fruits, clothes, foods, vegetables, animals, etc. Prepare a worksheet containing pictures in the selected category; include some that do not belong. Have the pupils color the pictures that belong in the selected category.*

TYPE 2. *List words under their correct heading.* (20 or more words in mixed order to choose from.)

Colors **Toys** **Animals**

dog	doll
train	ball
red	kitten

Foods **Clothes**

Fruits **Vegetables** **Meats**

Name Words **Doing Words**

TYPE 3. *List phrases that tell*

Who **When** **What** **Where**
Sights **To See** **Sounds** **Smells**

Perception of Relationships

TYPE 1. *Color the two that go together.*

TYPE 2.

A knife goes with a _____.

A cup goes with a _____.

A shoe goes with a _____.

TYPE 3.

Kitten is to cat as puppy is to _____.

TYPE 4. *Add a word (or picture).*

glass	plate	_____	*run*
knife	fork	_____	*spoon*
dress	skirt	_____	*saucer*
orange	pear	_____	*banana*
swim	skip	_____	*look*
			blouse

Vocabulary

Shifts in Meanings of Words

TYPE 1. *Use these phrases in a sentence.*

leaves the room	*rocks* the baby
leaves on the tree	throws *rocks*

TYPE 2. *Choose the best meaning for the underlined word.*

When he <u>leaves</u> school, he goes to work.

part of a plant

goes away from

Concepts of Time

List happenings under the correct headings.

Then	**Now**
lamps	electric lights
dirt roads	highways

Definitions

Choose the meaning which best fits the sentences.

Ledge: 1. a narrow shelf
2. a ridge of rock

Vines trailed from the window *ledge.*

Meaning number _____.

Synonyms

TYPE 1. *Choose the words in each block that mean almost the same thing.*

look	peer
sing	stare

cruel	ugly
mean	unkind

TYPE 2.

The words *large, huge, enormous* all mean

famous *very big* *courteous* *quick*

TYPE 3. *Substitute another word for the underlined word.*

How rudely he spoke!

quickly *impolitely* *sweetly*

TYPE 4. *Look in your story and find the word used in place of the underlined word.*

Frank gave Bill a gift. *(present)*

"No," answered the policeman. *(replied)*

Antonyms

Choose the opposite of each.

woman	sour
cruel	man
sweet	kind

Homonyms

Use the right word to fill the blank.

hear *here*

Will he stop _____ before he leaves?

I can _____ the foghorn blowing.

Understanding Abstractions

TYPE 1. *Cross out the word that does not fit the sentence.*

People may mean _____.

machines *captains* *neighbors*
sailors *guides*

TYPE 2. *Underline the word which may be used instead of the other three.*

Mrs. Brown	woman
mother	wife

rake	saw
hoe	tool

cat	dog
animal	cow

TYPE 3. *Choose the word that completes the meaning of the sentence.*

hat coat shoes

All of these are things we _____.

(wear, ride, eat)

cows sheep horses

All of these live on a _____.

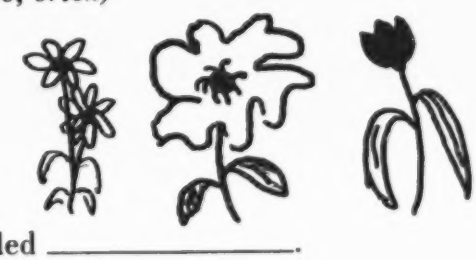
(farm, car, bus)

house school church

All of these may be made of _____.

(water, noise, brick)

TYPE 4.



All are called _____.

(games, flowers, birds)

All are called _____.

(animals, boxes, tools)

TYPE 5. *Draw a line between the two that go together.*

fly	fruit
orange	tree
pine	insect

TYPE 6. *Draw a line between the three that go together.*

oak	insect	plant
ant	fruit	food
apple	tree	creature

Sequence

TYPE 1. *Arrange these as they would happen.*

1. Nan left for school at 8 o'clock.
2. Nan ate a good breakfast.
3. Nan got up at 7 o'clock.
4. Nan put her clothes on.
5. Nan took a bath.

TYPE 2. *Arrange these sentences as they came in your story.*

1. From the roof of the building, Bill can see the park.
2. Bill Hayes lives in Harbor City.
3. He lives in a building across the street from George Brooks.

Noting Details

TYPE 1. *Who did it?*

Gave Bill a present. _____.

TYPE 2. *Who said it?*

"I have a present for you." _____.

TYPE 3. *Find the word that tells*

How the children ran. *(fast)*

What father did with the car. *(parked)*

Sentence Sense

TYPE 1. *Unscramble these words and make a good sentence.*

Bill Brook's It birthday was.

TYPE 2. *Match these parts to make two good sentences.*

Bill's crow flew	find him."
"Please, help Bill	out of the cage.

TYPE 3. *Put a ✔ beside the sentence.*

The little engine puffed and puffed.

A barking dog

Organization of Ideas

TYPE 1. *Which paragraph tells about*

Mother Goat's family? _____

The wolf's first trick? _____

Mother Goat's cleverness? _____

TYPE 2. *Finish this outline.*

I. What Tom saw at the circus

A.

B.

C.

TYPE 3. *Recall the name of this story.*

A dog thought a lion was trying to hurt his master. He rushed in to help him. The "lion" turned out to be two boys in a lion's skin.

Developing Judgment

TYPE 1. *True or False*

A cat is as large as a cow.

TYPE 2. *Fact or Fancy*

A bird has wings.

A wolf could say, "I'll eat you."

TYPE 3. *Fact or Opinion*

The moon lights the earth at night.

The rose is the prettiest flower that grows.

Understanding Figures of Speech

Check the best meaning.

keep the wolf away from the door

_____ *fight the wolf*

_____ *keep food in the house*

the twinkle of an eye

_____ *shines like a star*

_____ *a short time*

Dictionary Skills

TYPE 1. *Give the order of the letters in the alphabet by filling in the blanks.*

a _____ c _____ e f _____ _____

i _____ _____ _____ m _____ _____

p _____ _____ _____ t _____ _____

_____ x _____ _____

TYPE 2. *Write the letter that comes before and after each letter.*

____ o ____	____ v ____	____ g ____
____ r ____	____ h ____	____ m ____
____ f ____	____ n ____	____ k ____

TYPE 3. *Find the correct meaning of "bay" as it is used in each of the following sentences.*

The bay is rough today.

He held them at bay for an hour.

John broke the bay window.

TYPE 4. *Choose the word "before" or "after" for the blank.*

e comes _____ *h.*

h comes _____ *j.*

TYPE 5. *Write the correct answer to each question.*

Does *k* come before or after *d?*

Does *o* come before or after *q?*

Developmental Sequence of Reading Skills

The following presentation of sequential skills does not intend to imply that all of them be taught to all mentally retarded pupils. Among the considerations that will influence the teacher's decision regarding when to present them, or whether or not to present any given one of them, are listed below.

The accumulated reading experience of pupils upon entering the Junior High School Special Curriculum. Test achievement and other data may indicate a given level of mastery, but particular skills from lower levels may be inadequately performed. Informal tests should be used to survey the skill needs of pupils. Skills not mastered should be taught regardless of their grade placement on any chart or the overall achievement levels of pupils.

The mental potential of pupils and the length of time they may be expected to remain in school. For those pupils who will probably never attain any degree of proficiency in reading because of their level of intelligence, the time allotted for reading should be spent primarily in developing a protective sight vocabulary.

The approach used in the reading progress, i.e., experience, free reading, or systematic instruction. Generally speaking, skills may be presented when pupils have encountered words having the common element three or four times. Whatever the approach, skills should not be taught in isolation but rather as an outgrowth of a particular silent reading experience. A need observed during the silent reading may supply the motivation, or the teacher may offer the technique as a means of facilitating the reading process.

The grade placement of skills suggested by the authors of basal texts. If the systematic approach to reading is used, slight variations in grade placement may occur. It is advisable to follow the author's plan.

READINESS LEVEL

AREA	SKILL	SUGGESTED ACTIVITIES
Structural Analysis	Noting similarities of form	Matching objects of different sizes, shapes, forms
	Noting differences in size, shape, color, form	Comparing objects of different sizes, shapes, colors, forms
Phonetic Analysis	Perceiving rhyming elements	Listening to rhymes
		Repeating rhymes
	Improving pronunciation	Saying words beginning with *b*, *p*, *r*, *j*, *l*, *s*, *st*, *w*
	Improving pronunciation	Pronouncing plural possessives
Comprehension	Recognizing the main idea	Telling stories from pictures
	Noting details	Studying pictures
	Recognizing a sequence of events	Arranging pictures in story sequence
		Telling what happened first, next, last

	Perceiving relationships	Interpreting classifying ideas – people, foods, etc.
	Appreciating humor	Observing facial expressions
	Seeing cause and effect	Answering questions involving *why*
	Following directions	Imitating action pictures
		Following oral directions
	Vocabulary	Developing an understanding of opposites: *go - stop, push - pull,* etc.

PREPRIMER LEVEL

AREA	READINESS LEVEL	SUGGESTED ACTIVITIES
Structural Analysis	Noting similarities of form, differences in length of sentences, in shape and length of words	Using pictures, letters, words, phrases, sentences.
Phonetic Analysis	Seeing and hearing rhyming elements	Listing rhyming words on blackboard as they are given orally, and pronouncing them
	Initial consonant sounds	*c (k), d, f, l, m, r, s, t, w*
Comprehension	Recognizing the main idea	Studying pictures and text
	Noting details	Classifying ideas: color, animals, etc.
	Recognizing a sequence of events	Placing events in order through use of pictures, text, oral retelling
	Seeing cause and effect	Answering questions involving *why*
	Following directions	Following oral and printed directions
	Predicting outcomes	Suggesting what may come next

PRIMER LEVEL

AREA	SKILL	SUGGESTED ACTIVITIES	
Structural Analysis	*s* endings on verb variants	thank	thank*s*
	s endings on plural nouns	duck	duck*s*
Phonetic Analysis	Initial consonant sounds	*b, k, n, p, g*	
	Rhyming elements using consonant substitutions	*m*ake	*t*ake
Comprehension	Maintaining skills initiated at previous levels		

LEVEL ONE

AREA	SKILL	SUGGESTED ACTIVITIES
Structural Analysis	*ed* endings on verbs without forming extra syllable	thank thank*ed*
	d endings on verbs without forming extra syllable	please pleased like like*d*
	ing endings on verbs without change in base form	play*ing* go*ing*
	's endings on nouns without forming extra syllable	man*'s* Jack*'s*
Phonetic Analysis	Initial consonant sounds	*j, 6*
	Final consonant sounds	*d, g, k, l, m, n, r, s (z), t*
	Rhyming elements in sight vocabulary: consonant substitutions	*d*own *t*own *br*own
	Consonant blends	*bl, br, cl, pl, fr, fl, gr, pl, pr, sn, st, tr, tw, wh, sp*
Comprehension	Recognizing the main idea	Preparing short paragraphs about familiar things Having pupils choose best title
	Noting details	Selecting sentences from a familiar story Adding some details not included in the story Having pupils note ones that do not belong
	Perceiving relationships	Classifying ideas according to a main category *Gardens.* grass, flowers, weeds, etc.
	Seeing cause and effect	Answering questions involving "why" in exercises similar to the following Jack went to the park because *he wanted to get a book* *he wanted to play ball*
	Appreciating humor	Reading nonsense verse, stories, riddles
	Drawing conclusions	Selecting best ending for short stories "How far is it to Mrs. Brown's store?" Jack asked his father.

	"Too far to walk from here," said his father. Jack knows that *it is winter* *he cannot walk to the store* *he can play with a toy*
Evaluating titles	Choosing a book from titles which suggest where a story may be found In which of these books would you find a story about a robin? *Farm Animals* *Birds* *Flowers and Gardens*
Following directions and applying information	Using exercises similar to the following Here is a wagon. It cannot go. Fix it so that it can go.
Differentiating between fact and fancy	Selecting events that are possible in material that is essentially fanciful
Recognizing absurdities	Reading nonsense verse and stories about absurd situations
Generalizing	Using exercises similar to the following Tom sang as he ran down the road. He smiled at everyone he met. Tom was _____. *(busy, happy, sad)*
Organizing information	Rearranging events in order of sequence Tom had a penny. He ran to the store. He got some candy. Numbering events as they happen in a story Tom ate his candy. Tom went to the store. Tom got some candy.

	Making inferences	Using questions requiring "reading between the lines" What was Mother doing that showed she did not think winter was over?
	Predicting outcomes	
	Vocabulary (semantic analysis)	I *saw* Tom.
	Shifts in meanings of words	Father has a *saw*.
	Definite terms	I have *three* apples.
	Indefinite terms	Here are *some* apples.

LEVEL TWO – PART I

AREA	SKILL	SUGGESTED ACTIVITIES
Structural Analysis	*s'* endings on nouns without adding an extra syllable	girls' boys'
	s, es, ed, and *ing* endings adding an extra syllable	pleases brushes last*ed* walk*ing*
	er (agent) ending on nouns and adjectives without change in base form	paint*er* high*er*
	est ending on adjectives without change in base form	high*est*
	Solid compounds	sidewalk
	Hyphenated compounds	far-off
Phonetic Analysis	Initial consonant digraphs	*ch, sh, th*
	Final consonant digraphs and blends	*ch, ck, ng, sh, ld, nd, nt, st*
	Long and short sounds of vowels	*a, e, i, o, u*
	The rule of *e*	(see p. 35)
	Maintaining and extending knowledge of rhyming elements, consonant substitutions	*d*ish *f*ish *w*ish *n*ew *f*ew
	Rhyming elements that do not look alike	go snow
Comprehension	Recognizing the main idea	Selecting best titles for short paragraphs about familiar things Composing statements about a familiar story

	Having pupils select the one that summarizes story
Noting details	Answering questions requiring specific answers
Perceiving relationships	Classifying ideas
	Relating things according to use
	Milk, water, orange juice are things we *(eat, drink, wear).*
	Relating things according to a common feature
	Wagons, trains, busses all have *(wheels, fruit, tracks).*
	Boat is to river as airplane is to sky.
Appreciating humor	Reading and telling simple jokes and riddles
	Noting humor in situations and pictures
Seeing cause and effect	Answering questions involving *why*
Drawing conclusions	
Evaluating titles	See Level One
Differentiating between fact and fancy	See Level One
Recognizing absurdities	See Level One
Making generalizations	
Organizing information	
Making inferences	Using exercises similar to the following
	Jack and Tom were walking home from school. Tom said, "Soon we can go fishing." "Yes," said Jack, "only four days before school is out."
	It was a day in _____. *(winter, June)*
Predicting outcomes	Maintaining skills through activities similar to those for previous levels
	Using exercises similar to the following
	Mary came in from the library with a new book. She turned on the light and sat down. Mary was getting ready to _____.
	get ready for bed *read her book* *eat some cookies*

AREA	SKILL	SUGGESTED ACTIVITIES
	Evaluating relevancy	Preparing sentences from familiar stories. (Include several extraneous ideas.)
	Interpreting mood	Analyzing adjectives, *sad*, *pretty*, etc. Classifying according to what is described as *looks*, *feelings*
	Understanding words	See types previously listed
	Antonyms	
	Shifts in meaning	Understanding shifts in meaning of words
		The *rain* lasted an hour.
		Have you a *rain* hat?
	Definite and indefinite terms	See Level One
		Include vocabulary of this level
	Word fact relationships	Establishing different facts associated with same words
		band — musicians
		a *ring* made out of metal
		a *group* of people
	Understanding complex sentences	Using exercises similar to following
		If you go downtown, you may get the bus at the corner.
		What may you do if you go downtown?

LEVEL TWO – PART II

AREA	SKILL	SUGGESTED ACTIVITIES
Structural Analysis	*ly* endings without change in base form	glad*ly*
	Contractions, substituting apostrophe for one letter	I'm you're
Phonetic Analysis	Initial consonant digraph	*sh*
	Initial consonant blend	*sl*
	Vowel digraphs (long)	*ai*, *ay*, *eu*, *ee*, *ou*
	Effect of *r* upon vowels	*a* (far), *e* (her), *u* (hurt) *i* (bird), *o* (short)
	Vowel principle, two vowels together in a syllable	bo*a*t, w*ai*t, d*ue*, d*ie*

AREA	SKILL	SUGGESTED ACTIVITIES
	Sounds represented by *oo*	*oo* (moon), *oo* (foot)
	Two-letter diphthongs	*ou* (found), *ow* (cow), *oi* (voice), *oy* (boy)
	Comparison of sounds of homonyms	so sew
	Maintaining skills initiated at previous levels	

LEVEL THREE – PART I

AREA	SKILL	SUGGESTED ACTIVITIES
Structural Analysis	Variant endings with changes in base form	
	ed doubling final consonant	stop*ped*
	ing doubling final consonant	stop*ping*
	ed changing *y* to *i* before addition	cr*y* cr*ied*
	es changing *y* to *i* (nouns and verbs)	part*y* part*ies*
	er doubling final consonant	big big*ger*
	est doubling final consonant	big big*gest*
	er dropping final *e*	large larg*er*
	est dropping final *e*	large larg*est*
	Syllabication principles	
	Two consonants between vowels	co*n* *t*ents
	Double consonants between vowels	be*t* *t*er
	Suffixes without change in base form	
	ful	joy*ful*
	y	rain*y*
	Suffixes with change in base form	
	y doubling final consonant	sun*ny*
Phonetic Analysis	Initial consonant blends	*qu*, *sl*, *sw*, *squ*, *str*, *thr*
	Final consonant blends	*ft*, *nk*
	Initial consonant digraphs	
	Hard and soft *g-c*	*g*ood *c*age
		*g*em *c*ity
	Syllable phonics	
	Open syllable – long vowel	go
	Closed syllable – short vowel	got
	ar, *er*, *or* ending sounds	doll*ar* butt*er* neighb*or*

AREA	SKILL	SUGGESTED ACTIVITIES
Comprehension	Maintaining all skills previously listed using experiences and vocabulary appropriate to developmental level or groups	See preceding levels
	Perceiving relationships, higher level abstractions	Selecting the words that have the same meaning as the first word *Food* meat bread board carrots
	Understanding words	
	Synonyms	animal beast peeked looked
	Antonyms	happy unhappy appear disappear
	Homonyms	new knew
	Definite and indefinite terms	single several
	Relative terms	long longer longest
	Onomatopoeic words	roar swish thump drip
	Understanding language structure	
	Analysis of phrases	Classifying *when*, *where* ideas
	Analysis of clauses	Answering questions leading to interpretation of meaning
	Punctuation	Reading on in poems until punctuation appears Supplying punctuation for declarative and interrogative sentences
	Figurative language	mouth watered catching cold as white as snow
	Organizing information	Summarizing stories in two or three sentences
	Outlining	Making two-step outlines (Teacher supplies main headings; pupils fill in one or more details)

LEVEL THREE—PART II

AREA	SKILL	SUGGESTED ACTIVITIES
Structural Analysis	Change in base forms before inflectional endings	

AREA	SKILL	SUGGESTED ACTIVITIES	
	fe or *f* to *v* before *es*	kni*fe*	kni*ves*
	Syllabication principles		
	Single consonant between vowels	pi	*l*ot
	Words ending in *le*	sad	d*le*
	Prefixes without change in base forms		
	re	*re*paint	
	un	*un*pack	
	dis	*dis*like	
	Suffixes without change in base forms		
	en	wood*en* bright*en*	
	n	loose*n* spoke*n*	
	less	price*less*	
Phonetic Analysis	Maintaining all skills previously taught		
Comprehension	Maintaining skills previously listed using experiences and vocabulary appropriate to level of development	See preceding levels	

LEVEL FOUR

AREA	SKILL	SUGGESTED ACTIVITIES	
Structural Analysis	Accent		
	Change of accent in two-syllable words	re cord′	rec′ ord
	First syllable of three-syllable words	*beau′* ti ful	
	Prefixes		
	a	*a*float	
	mid	*mid*day	
	Suffixes		
	ness	dark*ness*	
	ment	arrange*ment*	
	or	collect*or*	
	ship	hards*hip*	
	like	spear*like*	

AREA	SKILL	SUGGESTED ACTIVITIES
Phonetic Analysis	Maintaining all skills previously taught using experiences and vocabulary appropriate to level of development	See preceding levels
	Locating information	
	Alphabetical sequence	Supplying the missing letters *a, b, c,* —, *e, f,* —, *h, i,* —, etc. *f* is between — and —. Arranging in alphabetical order using the first letter only dog, master, rubber, answer, etc. Using abridged dictionaries
Comprehension	Map reading	Reading road maps Locating places, land forms, etc., that pertain to locale of stories
	Graphs	Making progress charts
	Organization of information	Matching two-step outlines Interpreting guidepost signs Locating topic sentences Evaluating pictures in relation to text
	Understanding the author's intent	Using questions "Do you think the author likes dogs?" "What do you think he is trying to do for stray dogs?"

Scope of the English Program

A well-balanced English program makes provision for both oral and written language activities. For the mentally retarded adolescent, the emphasis will be upon those areas of English which are useful and meaningful to him. The skills must always be taught in terms of the pupil's ability to learn and to use them. How much of the language taught is oral and how much written will be determined by the pupil's ability to master the material and his need to use it.

GOALS OF INSTRUCTION

The goals of instruction in oral and written English are based upon these considerations.

Typically, pupils in Special Curriculum classes come from social and ethnic groups in which limited vocabulary, colloquialisms, incorrect speech habits, and lazy speech production are characteristic.

Language patterns are strong links in the chain of emotions which bind families and groups together. The language becomes an integral part of the personalities which comprise each family or group. Efforts to change language patterns, if not put forth tactfully, may be met with resentment.

Children spend more time under the influence of family and group patterns than under those of the school. This fact slows the process of change in speech habits.

The length of time (3 to 5 years) that pupils may remain in the program and the fact that the program may be terminal for them limit the goals to certain essentials.

The following oral language skills are desirable.

Participating in conversation, planning and discussion

Telling a story or telling what has been seen or read

Explaining a process

Giving a simple report

Introducing classmates and visitors

Using the telephone

Taking charge of a meeting

Reading aloud

Reciting a poem

Singing a song

Conveying messages

Skills in correct usage of the following words are desirable.

saw, seen	*did, done*
is, are	*was, were*
took, taken	*to, too, two*
went, gone	*there, their*
came, come	*those, them*

The following written language skills are desirable.

Writing one's own name and address

Writing parents' names

Writing a simple sentence

Writing a simple paragraph

Answering questions

Writing an invitation

Writing a friendly letter or note

Writing a simple business letter

Writing a letter of thanks

Filling in simple business forms and application blanks

The following skills in punctuation and capitalization are desirable.

Using the period and question mark correctly

Using an apostrophe in a contraction and with a singular or plural possessive noun

Using a comma

between the name of a city and the name of a state

after the greeting in a personal letter

after the closing in a letter

to separate the day of the month from the year

to separate words or groups of words written in a series

Using a capital letter for

the first word of a sentence

the first word in each line of poetry

proper names, titles

the first word in a direct quotation

initials

the names of days, months, and holidays

the names of towns, cities, states, countries and continents

street, avenue, and road when used with the name of the street, avenue, or road

Learning to recognize and write common abbreviations

Mr.	Dr.	Ave.
Mrs.	St.	

The following situations are suggested to stimulate oral expression.

Receiving visitors from other classrooms or from outside the school

Greeting a new classmate and making him feel at ease

Introducing persons in terms of age, sex, and status

Discussing topics of general interest such as dress, movies, or a favorite radio program

Receiving a telephone call for another member of the family

Telephoning a message for someone else

Asking permission to use a neighbor's telephone

Getting train, bus, or plane schedules, or similar information by telephone

Discussing ways to care for and train pets

Planning an assembly program

Relaying and reporting a message

Reporting on a hobby

Presenting reports on the weather

Applying for a position

Applying for a permit to sell newspapers

Imitating the formats of radio and TV programs which lend themselves to the use of social studies or other context subjects

Using role-playing techniques

SPELLING

The majority of the boys and girls who are classified as mentally retarded will have no more than minimum demands made upon them in the area of spelling once they leave school. This fact does not relieve the school of the responsibility to make every effort to teach the spelling of as many simple, everyday words as the achievement capacities of these pupils permit.

Correct spelling entails the use of a number of skills which also function in reading. These skills include the ability to

hear sounds in words

associate sounds with symbols

use the rules governing long vowel sounds

recognize consonant symbols which spell several sounds

recognize vowel digraphs

recognize silent letters

use structural analysis as it applies to compounds, inflected forms, and syllabication

use dictionary skills

use context clues

recognize noun forms, synonyms, homonyms, antonyms

use correct forms

There are almost as many variations in the methods of teaching spelling as there are spelling texts. Authors, however, seem to agree upon the value of the following suggestions.

Suggested Steps in Teaching Spelling

A systematic method of learning to spell words should be presented.

Words should be in the pupils' speaking-meaning and sight vocabularies.

Words should be presented in context, never in isolation.

Elements within words which facilitate their spelling should be brought to the pupils' attention.

Words should always be associated with their meanings.

Reviews and tests should be scheduled systematically.

Dictionary usage should be taught.

Suggested Steps in Group Teaching

Present the new words in context.

Have pupils read the words in context.

Have pupils use the words in oral context.

Call attention to elements in the words.

Have pupils say and spell the new words.

Have pupils check the correct spelling.

Have pupils write the words as the teacher dictates them.

Have pupils check their own spelling and write correctly any words which they have misspelled.

WORDS FREQUENTLY USED IN WRITING

1. is
2. mother
3. my
4. see
5. she
6. up
7. dog
8. a
9. are
10. he
11. her
12. be
13. day
14. like
15. likes
16. we
17. am
18. and
19. him
20. out
21. was
22. you
23. big
24. for
25. got
26. it
27. me
28. on
29. good
30. I
31. in
32. of
33. some
34. the
35. will
36. with
37. at
38. did
39. do
40. get
41. this
42. to
43. us
44. very
45. but
46. had
47. have
48. so
49. there
50. they
51. bring
52. play
53. can
54. how
55. man
56. Christmas
57. red
58. went
59. all
60. ball
61. cat
62. that
63. home
64. too
65. come
66. has
67. his
68. little
69. saw
70. time
71. eat
72. make
73. name
74. your
75. grade
76. black
77. go
78. going
79. one
80. them
81. then
82. what
83. when
84. came
85. made
86. milk
87. pet
88. school
89. pretty
90. white
91. dear
92. house
93. run
94. boy
95. girl
96. want
97. doll
98. from
99. not
100. tree
101. that
102. been
103. letter
104. which
105. were
106. order
107. here
108. them
109. think
110. say
111. please
112. may
113. over
114. received
115. before
116. two
117. send
118. after
119. could
120. glad
121. also
122. car
123. sled
124. books
125. water
126. sick
127. call
128. buy
129. old
130. night
131. new
132. class
133. ice
134. each
135. any
136. because
137. off
138. teacher
139. cold
140. into
141. spring
142. live
143. show
144. feet
145. look
146. door
147. as
148. ever
149. farm
150. here

HANDWRITING

(Credit for this section is given to the authors of *A Guide to Elementary Education.*[1])

WRITING FLUENTLY AND LEGIBLY

Handwriting is a useful tool for the recording of ideas. Effective handwriting combines legibility with fluency. These are of equal importance and should be learned simultaneously. It has been asserted that learning them separately actually impedes progress.

STARTING TO WRITE

The child is ready to begin handwriting when he is sufficiently developed physically, mentally, and emotionally. Indications of physical readiness include the ability to hold and move fluently a brush, chalk, or crayons. The child indicates mental readiness through his interest in signs, names, and numbers, the ability to express ideas in sentences and relate them in sequence reasonably well, and the ability to dictate simple stories. The alert teacher will recognize emotional readiness in the child's desire to learn how to write his name acceptably and in his interest in the things his teacher and his companions write.

One of the most effective ways of teaching children how to begin writing is to provide a chalkboard called a "scribble board" on which the child feels free to write. These experiences give practice in free movement which is basic to fluent writing.

Initial periods of teacher guidance should be of very short duration. In the first lessons, the child will need many opportunities to watch the teacher draw a picture of the blackboard and see one pupil's first name printed within the space. The child very soon will be able to imitate the teacher's movements in making freely both horizontal and vertical strokes which are needed to draw a picture of the blackboard.

On succeeding days, the child may draw independently the picture of the blackboard. The teacher will write the name of the child in the picture.

Thus the method of initiating the child in handwriting involves four steps.

The child watches the teacher.

The child helps the teacher draw on the blackboard.

The child draws. The teacher gives directions.

Individual children draw independently at the blackboard.

In this way, the child gets the feel of the chalk and practices fluent motions which are useful in writing the three basic strokes of printed letters. Furthermore, it provides opportunities for the teacher to observe the muscular coordination, handedness, and visual acuity of the children in order to give appropriate guidance.

MAKING THE TRANSITION TO CURSIVE WRITING

Experiments by Dr. F. N. Freeman and others favor the use of manuscript writing for young children and a change to cursive writing for older children.[2] The similarity of manuscript writing to printing is one of the psychological reasons for beginning with manuscript. Learning to write should not become a burden to the beginner at the time he is learning to read. The appropriate point at which to make the transition from print to script is still an unsettled question. Further investigation is awaited with interest. Freeman states, "So far as prevailing practice is any indication, the survey indicates that it is desirable to begin with manuscript writing and to change over in the latter part of Grade II or the beginning of Grade III."[3] A similar study by Polkinghorne reports that change takes place ordinarily at or about third-grade level.[4]

Readiness to change is indicated by the child's request to see his name written in cursive writing, his attempts to write in script at home, his curiosity concerning the way in which his older broth-

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[1] *A Guide to Elementary Education* (Baltimore City Public Schools, 1966), pp. 136-140.

[2] Carl Witherington, *Educational Psychology* (New York, Ginn & Company, 1946).

[3] Frank N. Freeman, "Survey of Manuscript Writing in the Public Schools," *The Elementary School Journal*, Vol. XLVI, No. 7 (March, 1946).

[4] Ada R. Polkinghorne, "Current Practices in Teaching Handwriting," *The Elementary School Journal*, Vol. XLVII, No. 4 (December, 1946).

ers and sisters write, his interest in matching print and script letters in classrooms in which both alphabets appear, the alacrity with which pupils in double-grade classes adopt the new letter forms. There is more than one way in which to take advantage of this readiness. The general principle is to give practice in reading script first, and then to encourage the pupils to write in script.

A description of one way to help children change over follows.

Have the child learn to read writing first

by reading script labels on names of objects in the room

by finding the letter on the script alphabet cards with which his first name begins

by reading the words on page 1 of the speller and learning to recognize their equivalents in script

by using a few known script words in with the printing on the blackboard

Have the child experience early activities in writing

by watching the teacher write a word, such as *me*, on the board in bold script giving the descriptive count, "Over, over, over, up, down, up."

by having one child write on the board while the teacher gives the count and the other children watch

by having the children, one at a time or in groups of two or three, write on the board

The teacher gradually substitutes script for print on the board. The child does the same at his seat. At all stages in the transition process, descriptive counts are useful for indicating the direction of the strokes and for promoting legibility and ease in writing at boards or at seats. These counts enable children to use connecting strokes between letters, one of the principal differences between manuscript and cursive writing.

USING THE SEVEN PRINCIPLES

Pupils who have made the transition to cursive writing have the same degree of need for spontaneity as do beginners. Obviously fluency and legibility must be cultivated to secure this ease of expression. Experience shows that functional handwriting may be developed through the application of seven basic principles.

The use of end strokes as spacers between words improves the legibility of writing more than any other single practice.

Ability to make the undercurve of the letter *l* alone improves the shape of many related letters and consequently the orderly appearance of written paragraphs.

The letters which extend below the line should show the same slant as those above the line. The principle of parallel slants brings about harmony in handwriting.

If in making *a* the swing is leftward and not upward, the slant of the letter is more likely to be correct. Once the principle is grasped, it improves not only the letter *a* itself but also a group of related letters.

Many letters exhibit an initial stroke shaped like a cane. The stroke consists of two parts, a loop and downstroke. Both should conform to the slant of the other letter. There are 11 letters to which this principle applies.

When *h*, *m*, or *n* appears at the end of a word, there is a tendency to slur the last two strokes. Emphasis upon precision in making the last downstroke and the final upstroke removes a common fault.

The letters *t* and *d* constitute a special application of the letter *l* principle. Once the relationship of these letters to the letter *l* principle is recognized, errors in letter formation are eliminated.

An important outcome of the general use of the principles has been the development of a diagnostic guide which directs progress along seven successive levels of improvement. Suggestions are given at each step in the guide concerning what to study and what to practice. Through the use of the guide, both teachers and pupils of intermediate grades gain familiarity with the fundamentals of legible writing.

These questions will serve as a basis for evaluating progress in handwriting.

Are the end strokes used as spacers?

Is the numeral *1* used as guide for slant?

Do the letters slant like the numeral *1*?

Are the slants above the line parallel to the slants below the line?

Does the *a* start at the top so that the downstroke is parallel to that of the letter *l*?

Is the slant of the loop of the cane stroke parallel with that of the letter *l*?

Is the final downstroke of the *h*, *m*, and *n* parallel to that of the letter *l*?

Do the letters *t* and *d* slant like the letter *l*?

MEASURING PROGRESS

Each pupil is more interested in his own progress than in the progress of the group. Since an individual grows from where he is rather than from a predetermined starting point, pupils are at different levels on the ladder of growth, and no pupil who is at rung 3 can progress to rung 8 without successfully climbing the rungs in between.

The effectiveness of teaching is measured, therefore, by how well it stimulates and promotes the development of each pupil. Self-measurement is one way to stimulate growth. The following scale by which a pupil can measure his own progress in handwriting has been tried in a number of classrooms and has proved useful. It isolates the elements of handwriting and thus provides the pupils with a practical means of detecting his own errors. The fact that he himself discovers his own errors most often creates in him a desire to correct these errors or to avoid them in the future.

A PROGRESS CHART OF HANDWRITING

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. Are the tall letters tall?										
2. Are the end strokes used as spacers?										
3. Is the slant of letters above the line like the slant of the numeral *1*?										
4. Do the loops that extend below the line slant like the letters above the line?										

DIRECTIONS: Answer each of the questions in turn. If your answer is *Yes*, put a checkmark in the proper column. If your answer is *No*, put an *X* in the column.

Rewriting Reading Materials

Mental and academic retardation excludes Junior High Special Curriculum pupils from the exploration of excellent source materials available in social studies, science, health, and literature. These pupils rarely achieve beyond fourth-grade level in reading. Consequently, if we wish to enrich their reading experiences, we must consider the factors which influence readability and then adapt materials for these pupils to use.

Interest is primary among readability factors. For retardates, this suggests that we select factual material which is within the scope of their perceptive powers and fictional material which is consistent with their social maturity.

The nature of the concepts introduced in the material is a second readability factor. Meager experiential background is characteristic of the majority of retardates. For their security in reading, therefore, concepts should be related as nearly as possible to personal experience.

Language structure is a third factor in readability. In keeping with the space age, materials should be fast-moving. They should not bog down in long sentences and descriptions. Since direct discourse captures and holds attention, it may be used with factual as well as with fictional content.

Vocabulary difficulty is a fourth factor in readability. Gradation of words and vocabulary load is determined by the purpose for which the material is to be used. If it is to be used for reading instruction, it should not contain more than one unfamiliar word in 20 running words. If the material is to be used for independent reading, it should not contain unfamiliar words with the possible exception of proper names and specific vocabulary.

There are other readability factors but, for our purposes, these four—interest, concepts, language structure and vocabulary—provide a minimum frame of reference for rewriting materials. The following steps may be helpful in rewriting materials.

Select material of interest to mentally retarded adolescents.

Estimate the level of the material which is to be rewritten.

Determine the level at which you wish to rewrite it.

Select and list the essential parts of the material which you wish to include in the rewritten material.

Select and list the specific vocabulary contained in the material which you may wish to include.

Rewrite the material in your own words, making word substitutions where necessary and attempting to see the material through the eyes of an adolescent who reads at a first-, second-, or third-grade level.

Check the material you have written against the vocabulary list for grades 1, 2, or 3 and make necessary changes.

Check the structure of the material as to sentences, paragraphs, and length of story, with basal text material at that particular level.

Create assignments which are at the same readability level as the material you have rewritten.

REWRITING READING MATERIALS

developed by

Professional Development Workshop J-1034

WE LEARN ABOUT THE MOON

Source Material: Grade 6

Estimated Level: Grade 6

Rewrite Level: Grade 3

Essential Parts of the Story

People of all ages, past and present, have wanted to go to the moon.

Ancients

India's idea of climbing to the moon

Airplane's inability to reach the moon

China's idea of the rocket

There are many handicaps to overcome.

Band of air covering the earth—only 600 miles deep

Fuel—239,000 miles and back

An airless world

No water

Temperature—212 degrees above in daytime and 200 degrees below at night

No food

We know some of the things to expect when we get there.

Ink black sky

Gravity—less than that of the earth

No sound waves

Mountains—as high as 29,000 feet

No rivers

No clouds

Land—dark as gray stony plains

Thousands of craters

Moon day—about as long as two of our weeks

Specific Vocabulary

India	oxygen	degrees
China	fuel	mountain
rocket	temperature	plains
thousands	gravity	craters
France	space	base
gallons	atomic	zero
	gasoline	

Rewrite

A TRIP TO THE MOON

In times long ago, men dreamed of going to the moon. Men today hope to get there. In early times, people lived more out-of-doors. They had very, very poor lights. After dark, the moon was their only outdoor light. Men looked at the moon in the night. They wanted to know more about it. They dreamed about it as a ball of gold.

The people of a far-off land, India, planned to go to the moon. They thought they could climb there. They planned to tie seven strong birds together. These people hoped the birds would carry them to the moon land. You know the birds could not do that.

In time, people found how to make an airplane. But no one could go to the moon in an airplane. You see, the earth is covered with a band of air. This band of air is only 600 miles deep. The space outside this band of air cannot hold up a bird or an airplane.

The rocket was first made in China. It was like a skyrocket. We use skyrockets as fireworks. A man in France made a rocket. This rocket used a new fuel. The new fuel was an atomic kind. A lump of atomic fuel, about as large as a baseball, will take you as far as 200,000 gallons of gasoline.

The trip to the moon is 239,000 miles long.

We know some things about the moon.

The moon is an airless world. Our air on earth has oxygen in it. We need oxygen to breathe. We will have to bring our own oxygen with us to the moon. Our airmen in World War II carried oxygen with them.

There is no water on the moon. We would have to bring water to drink with us.

The sun in the daytime is very hot. It is above the boiling point. It is very hot at 212 degrees. At night, it is very cold. It is 200 degrees below zero.

There is no food here. There is not even a piece of grass. You will need some food tablets.

The sky is ink black even in the daytime. There is no air for the sun's light to pass through.

The moon's pull of gravity is less than that of the earth. When you jump, you go higher and higher. A jump of 6 feet carries you up 30 feet.

There are no sounds here. You can hear nothing. There is no air to carry sound.

The mountains are often 20,000 feet high.

The land is dark gray. It is wasteland. It is a land of stony plains.

There are thousands of craters. The craters are big black holes. The craters are often 50 miles wide and 50 miles deep.

A moon day is 2 weeks long. The day has 300 hours.

Some day we may go on our trip to the moon. It may sound silly. But tomorrow our dream trip may come true.

Assignments

Write three things we know about the moon.

1.
2.
3.

Draw a picture of a day on the moon.

Color the sky black.
Place the sun in the sky.
Put some mountains in your picture.
Draw two craters in the picture.

Put in the missing word.

We will be going soon on a trip to the _____.
You carry your pack and the sky is _____.
You must be bold for the nights are _____.
There is no ____ to keep you in a good mood.
There are many _____ but no fountains.
It is very _____ and you'll like it not.
There is no _____ and many a care.
At night you freeze below _____ degrees.

Words to be put in the blanks:

black cold food mountains hot air 200 moon

WE LEARN ABOUT AUTUMN

Estimated Level: Grade 5 and above

Rewrite Level: Grade 2

What Changes Take Place in Autumn

Essential Parts of the Story

Autumn trees take 3 or 4 weeks to strip their boughs for winter.
Autumn leaves drift down silently.
Autumn leaves look like great colored butterflies.
These leaves dance in gusts of wind.
On frosty nights, nuts drop with soft patterings.
Squirrels slip over the bright carpets and lay in their winter store.
Songbirds take their last meal of seeds and fly south.

Specific Vocabulary

autumn frosty

Rewrite

Most trees drop their leaves for winter.
It takes 3 or 4 weeks.
The leaves drop very quietly.
They look like great colored butterflies.
The leaves dance in the wind.
On frosty nights nuts drop.
They make a soft sound.
In autumn squirrels look for nuts.

Assignments

Fill in the blanks with the right word.

Most trees drop their leaves in _____.
Leaves look like great colored _____.
On _____ nights nuts drop to the ground.
Squirrels look for nuts in _____.
Squirrels put the nuts away for _____.
_____ fly south for the winter.

These words may help you:

butterflies winter birds frosty

Draw a tree full of leaves. Draw a tree that is dropping leaves.

Write captions for the pictures. Put them on the bulletin board.

Find words in the story that begin with these letters:

w l s a f

What Happens to Maple Trees in Autumn

Essential Parts of the Story

The trees turn gold and red.
They look bright against the sky.
The maples first light up the woods.
They look like flickering fires.
Maples make wonderful colors.
The leaves are mottled and shaded.
The leaves look lemon yellow and orange.
Sometimes they are flame red and crimson.
Maple leaves are never one tint.

Thin-leafed maple leaves sift sunlight.

Looking through one is like looking through stained glass.

Specific Vocabulary

autumn maple thin

Rewrite

In autumn trees turn gold and red.

They are bright.

They look beautiful.

The maples light up the woods first.

They look like burning fires.

Maple leaves are many colors.

Some are yellow and orange.

Elm trees are yellow.

Beech tree leaves are yellow.

Birch and poplar tree leaves are gold.

Nut tree leaves are yellow.

Willow leaves swim on water. They look like canoes.

Assignment

Supply the correct word.

Elm tree leaves are _____.

red *blue* *yellow*

Beech tree leaves are _____.

yellow *blue* *purple*

Nut tree leaves are _____.

pink *yellow* *white*

Willow leaves _____ on water.

run *walk* *float*

Willow leaves look like _____.

canoes *horses* *nuts*

What Happens to Shrubs and Vines in Autumn

Essential Parts of the Story

The sumac is a burning bush with torch cones of seeds.

The broad leaves of the grapevines turn bronze.

The berry briars are as dark as the wine oaks.

The big smooth sassafras leaves are mottled in orange flame.

There are notes of purple in clusters of wild grapes.

There are notes of scarlet in seedlips of roses and the clustered berries of the mountain ash.

The frostbitten ferns turn brown.

The forest shows blazing colors.

Specific Vocabulary

sumac bush vines tan berry

sassafras smooth wild ferns

NOTE: Try to display pictures with the above words.

Rewrite

The sumac is a bush of bright colors.

It is full of seeds.

Grapevines have wide leaves.

They turn tan.

Berry bushes are dark red.

Sassafras leaves are big and smooth.

They are orange and red in color.

Wild grapes have a purple color.

Berries of the mountain ash are of a red color.

Ferns turn brown after frost.

The forest shows many bright colors.

Assignment

Draw a ring around words that begin alike.

b	s	m	f
berry	colors	brown	full
color	seeds	mountain	they
dark	sassafras	smooth	ferns
bright	ran	many	purple
seeds	sumac	wild	forest
bush	frost	more	of
big	smooth	turn	and

What Happens to Fruits of the Forest in Autumn

Essential Parts of the Story

Many trees drop their seeds in the spring.

The rock maple keeps its seeds until frost.

The nut trees and wild orchard fruit trees keep their seeds until frost.

All the maple seeds have two thin, flat, green wings like a thumbscrew, an inch or more across.

In the thickened bases of the two wings, two seeds lie.

You can peel away the thin, paper-like covering to see.

Specific Vocabulary

flat shell

Rewrite

Many trees drop their seeds in the spring.
Nut trees keep their seeds until frost.
Some fruit trees keep their seeds until frost.
Maple seeds have two flat green wings.
Seeds grow in these wings.
The shell is very thin.

Specific Vocabulary

husk dye pecan

Rewrite

The black walnut has a hard black shell.
The nut is inside a green husk.
The husks dry and turn brown.
They color your fingers.
The butternut is a white walnut.
Butternut husks are used by mother for dye.
The hickory nut has sweet meat.
The pecan has fine sweet meat, too.
Shells take care of the nut meats.

Assignment

Pick out the right ending.

The black walnut has a _____.
blue shell soft shell hard black shell

The nut is inside a _____.
green husk yellow leaf sweet meat

The husks dry and turn _____.
yellow brown black

The husks will _____ your fingers.
pull hurt color

Mother uses butternut husks for _____.
dye leaves shells

Most nuts have _____ meat.
sweet bitter yellow

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